Abingdon- School Action Plan - 2025-26 to 2027-28
Principal: Edwin Acevedo

Goal #1	Math - Proficiency 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 - Math SOL All: 61% Black - Pass 62% Hispanic - Pass 33% (gap 28%) EL - Pass 36% (gap 25%) SWD - Pass 41% (gap 20%) Econ. Disadv - Pass 42% (gap 19%)	**School Performance & Support Alignment** *(Select indicator that the goal addresses)*	Math Mastery

3 Year Performance Goal

By June 2028, proficiency 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 72%
Hispanic - Increase pass rate from 33% to at least 64%, reducing the gap from 28% to 8% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
EL - Increase pass rate from 36% to at least 65%, reducing the gap from 25% to 7% (Identified for targeted support and improvement based on SY 2024-25 performance data)
SWD - Increase pass rate from 41% to at least 65%, reducing the gap from 20% to 7% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
Econ. Disadv. - Increase pass rate from 42% to at least 65%, reducing the gap from 19% to 7%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency 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%, no gap **Hispanic - Increase pass rate from 33% to at least 48%, reducing the gap from 28% to 17%** EL - Increase pass rate from 36% to at least 49%, reducing the gap from 25% to 15% **SWD - Increase pass rate from 41% to at least 53%, reducing the gap from 20% to 12%** Econ. Disadv. - Increase pass rate from 42% to at least 53%, reducing the gap from 19% to 12%
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency 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%, no gap **Hispanic - Increase pass rate from 48% to at least 57%, reducing the gap from 17% to 11%** EL - Increase pass rate from 49% to at least 58%, reducing the gap from 16% to 10% **SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 12% to 8%** Econ. Disadv. - Increase pass rate from 53% to at least 61%, reducing the gap from 12% to 7%
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 69% to at least 72%, no gap **Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 8%** EL - Increase pass rate from 58% to at least 65%, reducing the gap from 10% to 7% **SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 8% to 7%** Econ. Disadv. - Increase pass rate from 61% to at least 65%, reducing the gap from 7% to 7%

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Evidenced Based Intervention (EBI)

Describe the evidence-based strategy and the rationale for selection. Identify evidence tier.

K-5 - Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. (ESSA Evidence Tier: Tier 1 Strong)
https://ies.ed.gov/ncee/WWC/PracticeGuide/26

Description of EBI
1. Provide students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered.
2. When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations.
3. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools."

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:
**More professional learning and collaborative time is needed on pedagogical strategies to move students from concrete to relational.*
**PL needed to enhance Tier 1 planning for learning and teacher moves.*

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 systematic instruction to develop students' understanding of mathematical ideas. It will teach clear and concise mathematical language and support students' use of the language to effectively communicate their understanding of mathematical concepts. Implementing a well-chosen set of concrete and semi-concrete representations will also support students' learning of mathematical concepts and procedures.

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	Cost Elements (Resources needed)	Funding Source
Tier 1 * Consistent Math CLTs * Utilize the 3 Math Workshop structures with each unit implemented with fidelity across all grade levels * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Ensure students have access to mathematics tools (ex: manipulatives, grids, anchor charts, word walls, etc.) every day * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.	1	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		

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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) Concrete, Representational and Abstract (CRA model) will be implemented with fidelity within the Math Workshop structures for students to gain acquisition and fluency** **2) K-5 Pre-assessments for every unit to support planning for differentiation** **3) K-2 use the Number Relationships Assessment and/or Math Recovery Assessments to monitor every quarter** **4) K-5 utilize unit exit tickets/quick checks weekly or bi-weekly depending on skills taught to inform instructional decision-making** **5) Teachers use data from Tier 1 instruction to plan reteaching, to meet the needs of learners and address gaps in conceptual understanding to include, but not limited to, early numeracy** **6) Teachers also utilize the Math Recovery program in K-2 and other resources to support students daily in small groups during Tier 1 instruction** **7) Quarterly planning days to review SOLs and pace units of study utilizing county-provided curriculum, materials, and strategic choice opportunities** **8) Providing scaffolds to support differentiated instruction.**	1	ESSA Tier 1: Strong Evidence	1) Sept-June 2026 2) Jan-June 2026 3) March-June 2026 4) Sept-June 2026 5) Sept-June 2026 6) Sept-June 2026 7) Feb-Apr 2026 8) April 2026	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	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 Targeted In-Class Instruction *Coach and interventionist push-in support *Small group targeted instruction during Math Workshop using pre-assessment *Use formative data to inform instruction *EL and SPED teacher support (either in the math block or consulting with scaffolding strategies)	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Use Math Recovery® (AVMR) and Number Relations tools to address gaps in early numeracy**	3	ESSA Tier 2: Moderate Evidence	1) Sept-June 2026	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	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
Tier 3 Targeted Small Group Instruction * 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, Math Recovery® (AVMR) by trained Math Recovery teacher, Kathy Richardson) * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and interventionists to support station activities and guided-group activities.	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Students in grades 3 through 5 will receive Tier 3 Bridges or AVMR Math Recovery Interventions if they score 1-20% on the NWEA Math MAP assessment screener. Interventions take place 5 times a week for 30 minutes and are provided by a math interventionist or classroom teacher in a small group setting.**	2	ESSA Tier 2: Moderate Evidence	1) Sept-June 2026	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for AVMR kits and online training course from Integrow Numeracy Solutions	SIG Grant Funds

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Professional Learning: * Lempp Educational Consulting will work collaboratively with leadership to provide targeted coaching, professional development, and resource support to strengthen systemic instruction during interventions and deepen student understanding of mathematical concepts and procedures through Math Workshop structures (2024-25) *** Content Academies to support the efficacy of teachers in the study of mathematics (after contract)**	4	ESSA Tier 3: Promising Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Professional Learning- Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Lempp Educational Consulting will work collaboratively with leadership to provide targeted coaching, professional development, and resource support to strengthen systemic instruction during interventions and deepen student understanding of mathematical concepts and procedures through Math Workshop structures** **2) Content Academies to support the efficacy of teachers in the study of mathematics to occur outside of contract hours** **3) AVMR training**	1	ESSA Tier 1: Strong Evidence	1) April 2026 2) March 2026 3) March-May 2026	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal and Math coaches will monitor the services provided by Lempp Educational consulting to ensure all services outlined in the scope of work are provided; Principal will monitor development of the content academies and staff participation	Funds for professional learning and coaching on Math Workshop structures by Lempp Educational Consulting, Funds for AVMR kits and online training course from Integrow Numeracy Solutions	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

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 level- NWEA - MAP Growth **Teacher/CLT/Grade** -District Unit Assessments (Mastery Connect - grades 3-5) -District Quick Checks (formative) -Progress Monitoring Data from Interventions (Bridges)	**Teacher/CLT/Grade** -District Unit Assessments (Mastery Connect - grades 3-5) -District Quick Checks (formative) -Progress Monitoring Data from Interventions (Bridges)	**School level** NWEA - MAP Growth **Teacher/CLT/Grade** -District Unit Assessments (Mastery Connect - grades 3-5) -District Quick Checks (formative) -Progress Monitoring Data from Interventions (Bridges)	**School level-** NWEA - MAP Growth **Teacher/CLT/Grade** -District Unit Assessments (Mastery Connect - grades 3-5) -District Quick Checks (formative) -Progress Monitoring Data from Interventions (Bridges)
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**

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School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to incorporate the Concrete, Representational and Abstract (CRA model) within the Math Workshop structures to support inplementaiton of the EBI (well-chosen set of concrete and semi-concrete representations) School leadership team to conduct monthly walkthroughs to monitor implementation with fidelity of concrete and semi-concrete representations being incorporated into instruction and intervention strategies (AVMR and Bridges) during small group instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to incorporate the Concrete, Representational and Abstract (CRA model) within the Math Workshop structures to support inplementation of the EBI (well-chosen set of concrete and semi-concrete representations) School leadership team to conduct monthly walkthroughs to monitor implementation with fidelity of concrete and semi-concrete representations being incorporated into instruction and intervention strategies (AVMR and Bridges) during small group instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to incorporate the Concrete, Representational and Abstract (CRA model) within the Math Workshop structures to support inplementaiton of the EBI (well-chosen set of concrete and semi-concrete representations) School leadership team to conduct monthly walkthroughs to monitor implementation with fidelity of concrete and semi-concrete representations being incorporated into instruction and intervention strategies (AVMR and Bridges) during small group instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to incorporate the Concrete, Representational and Abstract (CRA model) within the Math Workshop structures to support inplementaiton of the EBI (well-chosen set of concrete and semi-concrete representations) School leadership team to conduct monthly walkthroughs to monitor implementation with fidelity of concrete and semi-concrete representations being incorporated into instruction and intervention strategies (AVMR and Bridges) during small group instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.

Goal #2	Reading - Proficiency 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 - Reading SOL All: 53% Black - Pass 49% (gap 4%) Hispanic - Pass 21% (gap 32%) EL - Pass 19% (gap 34%) SWD - Pass 30% (gap 23%) Econ. Disadv - Pass 27% (gap 26%)	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Reading Mastery

3 Year Performance Goal

By June 2028, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
Black - Increase pass rate from 49% to at least 68%, reducing the gap from 4% to 0%
Hispanic - Increase pass rate from 21% to at least 60%, reducing the gap from 32% to 8% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
EL - Increase pass rate from 19% to at least 60%, reducing the gap from 34% to 8%
SWD - Increase pass rate from 30% to at least 63%, reducing the gap from 23% to 5% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
Econ. Disadv. - Increase pass rate from 27% to at least 62%, reducing the gap from 26% to 6%

Annual Performance Goals

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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: Black - Increase pass rate from 49% to at least 58%, reducing the gap from 4% to 3% **Hispanic - Increase pass rate from 21% to at least 41%, reducing the gap from 32% to 20%** EL - Increase pass rate from 19% to at least 39%, reducing the gap from 34% to 21% **SWD - Increase pass rate from 30% to at least 46%, reducing the gap from 23% to 15%** Econ. Disadv. - Increase pass rate from 27% to at least 44%, reducing the gap from 26% to 17%
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 58% to at least 65%, reducing the gap from 3% to 0% **Hispanic - Increase pass rate from 41% to at least 52%, reducing the gap from 20% to 12%** EL - Increase pass rate from 39% to at least 52%, reducing the gap from 21% to 13% **SWD - Increase pass rate from 46% to at least 56%, reducing the gap from 15% to 9%** Econ. Disadv. - Increase pass rate from 44% to at least 55%, reducing the gap from 17% to 10%
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 65% to at least 68%, no gap **Hispanic - Increase pass rate from 52% to at least 60%, reducing the gap from 12% to 8%** EL - Increase pass rate from 52% to at least 60%, reducing the gap from 13% to 8% **SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 9% to 5%** Econ. Disadv. - Increase pass rate from 55% to at least 62%, reducing the gap from 10% to 6%

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

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Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade
Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.

Rationale: Needs assessment indicates that teachers who work with students who are at risk for reading difficulties needs additional professional learning in both intervention models for decoding/encoding and in how to specially design instruction to ensure that explicit instruction is occuring for all students in tier 1, tier 2, and tier 3 instruction.

To support teachers in planning and delivering explicit instruction and intervention for:
1) Providing explicit opportunities for blending
2) Providing explicit teaching and practicing of sound spelling patterns
3) Teaching students to recognize common word parts
4) Providing time for students to read decodable words in isolation and in connected text
5) Providing explicit teaching of both regular and irregular high frequency words

Providing Reading Interventions for Students in Grades 4–9
Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text, Tier 1

Rationale: Needs analysis indicates that students who are at risk for reading, need more time to engage with explicit instruction in decoding and comprehension skills.

To support students who are still building foundational literacy skills, including comprehension, to understand and answer questions about both familiar and unfamiliar texts by:
1) Teaching students routines for understanding the meaning (gist) of reading passages.
2) Teaching students how to monitor their comprehension.
3) Supporting word and world knowledge development.
4) Explcit teaching of the types of comprehension questions that students will encounter (right there, think and search, author and me)
5) Providing many opportunities for students to ask and answer questions about text

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.

Grades K-3: As a result of teachers receiving professional learning to support planning and dellivering explicit instruction and intervention for decoding/encoding students will:
1) Become more fluent in their reading and writing of grade level phonics skills
2) Be better prepared to read familiar and unfamiliar words in isolation and in connected texts
3) Be able to recognize regular and irregular high frequency words in their reading
4) Be better prepared to read to learn in the upper grades

Grades 4-5: As a result of teachers rountinely using a set of comprehention-building practices to help students make sense of familiar and unfamiliar texts, students at risk for reading difficulties, including students with disabilities, will:
1) Become proficient in the use of reading comprehension building practices such as get the gist, and analyze grade level text to demonstrate comprehension.
2) Be able to answer a variety of comprehension question types related to familiar and unfamiliar text
3) Students at risk in reading (including SWD) who scored "below basic" will advance to "basic" or above on the reading SOL.

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 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

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	Cost Elements (Resources needed)	Funding Source
Tier 1: * Implement systematic Phonics Instruction in K-1 (UFLI) and 2-3 (95% Core Phonics) with fidelity - 30 minutes/day * Integrate enhanced writing pages across the curriculum * Utilize regular fluency activities * Integrate Lexia Gr 1-5 to reinforce grade level foundation skills * Practice reading in decodable and authentic texts * Utilize data from CKLA, Core Phonics, UFLI and Lexia unit assessments to drive instruction	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Phonics Coach	Principal & APs will support with Instructional Support, ELA, 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 **1) Utilize decodable text resources (e.g. UFLI Phonics) aligned to core phonics curriculum on a daily basis during phonics block** **2) Teach students to decode words, analyze word parts, and write and recognize words (i.e. Buiding Knowledge Through Words: Morphology instruction)** **3)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.** **4) Quarterly data chats to inform small-group instruction** **5) Host Literacy Night to engage families in literacy rich activities that can be in taken home** **6) Hold Literacy focused Principal Chats**	2	ESSA Tier 2: Moderate Evidence	1) Sept-June 2026 2) Jan-June 2026 3) Sept-June 2026 4) Sept-June 2026 5) Sept-June 2026 6) Sept-June 2026	Admin, All Teachers, Reading Specialist, Phonics Coach	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	SIG Grant Funds
Tier 2: * Lexia: lessons, skill builders & independent practice * Phonics Lesson Library (SPED) * Second does of UFLI (Grades K-2) * Practice in decodable texts (Grades 4 & 5) * Sonday System (EL Grades 4 & 5) * Core Phonics Intervention Guide suggestions	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Phonics Coach	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1) Students identified for intervention (MAP achievement percentile of 0-19/Failed SOL) in grades 3 through 5 will receive Sonday system, Lexia Lessons or UFLI intervention from literacy interventionist or classroom teacher** **2) Progress monitoring every 2-3 weeks and adjustment in time or group instructional strategies made as needed.**	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Phonics Coach	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	SIG Grant Funds

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Tier 3: (60 minutes/5x week) * Use approved VDOE intervention materials such as: UFLI, Sonday System, Lexia, etc.	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Phonics Coach	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
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) Multisensory decoding/encoding structured literacy lessons; repeated opportunities for practice** **2) Integrate comprehension-building practices to help students make sense of text** **3) Reading specialists use multiple data points (screeners, diagnostics, and data from tier 1 instruction) to provide explicit and systematic reading intervention to students who require it.** **4) Students receive a reading plan who are identified as high risk on BOY VALLSS (K-2) or Below Basic or Basic on Reading SOL in the year prior (4-5). The intervention is a systematic, explicit intervention focused on multisyllabic decoding and/or comprehension strategies 30 minutes a day, 5 days a week. Interventionists will consistently provide students with opportunities to ask and answer questions to better understand the text they read; teach students a routine for determining the gist of a short section of text; and teach students to monitor their comprehension as they read.** **5) Students receiving a reading intervention will be progress monitored every 2 weeks using VALLSS subtests (K-3) or DIBELS tasks (4-5)** **6) Interventions will be monitored every 6-8 weeks (sooner if evidence of growth or lack of it) to determine its level of success. Student data will be used to identify if the intervention should be continued or if adjustments need to be made to the frequency, intensity or intervention.**	2	ESSA Tier 2: Moderate Evidence	1) Sept-June 2026 2) Jan-June 2026 3) Sept-June 2026 4) Sept-June 2026 5) Sept-June 2026 6) Sept-June 2026	Admin, All Teachers, Reading Specialist, Phonics Coach	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	SIG Grant Funds
Professional Learning * Virginia Literacy Act course for new teachers. *UFLI for K-2 SPED, EL and classroom teachers. *Sonday System for 4-5 *Sonday or UFLI for Grade 3 Coaching support on phonics & knowledge building	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialists	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		

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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) Offer content knowledge building academies.** **2) Additional professional learning in VDOE approved instructional materials.** Coaching and Implementation support for Sonday Systems FOR G4-5, UFLI, interactive use of CKLA to support SWD and EL learners. **3) Training in comprehension building practices with grade level text. (get the gist, ask/answer questions, build word/world knowledge)** **4) Co-teaching pairs will attend a Specially Designed Instruction Summer Institute to enhance skills and provide planning time for specially designed instruction supporting EBI practices in literacy skills**	4	ESSA Tier 3: Promising Evidence	1) April 2026 2) March-June 2026 3) March-Aug 2026 4) June-July 2026	Admin, All Teachers, Reading Specialists	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	Funds for Sonday System training, substitutes for release time on quarterly planning days; pay for staff working outside contractual hours	SIG Grant Funds

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

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 level- VALLSS NWEA **Teacher/CLT/Grade-** -95% End of Unit [Mastery Connect] (Grades 3-5)	**Teacher/CLT/Grade-** -95% End of Unit [Mastery Connect] (Grades 3-5)	**School level-** VALLSS NWEA **Teacher/CLT/Grade-** -95% End of Unit [Mastery Connect](Grades 3-5)	**School level** NWEA **Teacher/CLT/Grade-** -95% End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] (Grades 3-5)

Evidence of Implementation (MP1)	Evidence of Implementation (MP2)	Evidence of Implementation (MP3)	Evidence of Implementation (MP4)
School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to ensure a well-chosen set of concrete and semi-concrete representations are incorporated into instruction Leadership team conducts monthly walk throughs to monitor implementation of EBIs utilizing the VDOE K-3 and K-12 Walk Through Tool. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to ensure a well-chosen set of concrete and semi-concrete representations are incorporated into instruction Leadership team conducts monthly walk throughs to monitor implementation of EBIs utilizing the VDOE K-3 and K-12 Walk Through Tool.. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to ensure a well-chosen set of concrete and semi-concrete representations are incorporated into instruction Leadership team conducts monthly walk throughs to monitor implementation of EBIs utilizing the VDOE K-3 and K-12 Walk Through Tool. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all CLT agendas on a weekly basis to ensure that there is explicit planning to ensure a well-chosen set of concrete and semi-concrete representations are incorporated into instruction Leadership team conducts monthly walk throughs to monitor implementation of EBIs utilizing the VDOE K-3 and K-12 Walk Through Tool. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.

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Goal #3	Science - SOL Proficiency Gaps		
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 - Science SOL All: 58% Black - Pass 54% (gap 4%) Hispanic - Pass 30% (gap 28%) EL - Pass 23% (gap 35%) SWD - Pass 27% (gap 31%) Econ. Disadv - Pass 50% (gap 8%)	**Identify if goal is required based on state or federal requirements, or other guidelines**	Yes, '23 -'24 science scores are at a level 3 performance rating.
3 Year Performance Goal			
By June 2028, proficiency gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 54% to at least a 69%, reducing the gap from 4% to 2% Hispanic - Increase pass rate from 30% to at least a 63%, reducing the gap from 28% to 8% EL - Increase pass rate from 23% to at least a 61%, reducing the gap from 35% to 10% SWD - Increase pass rate from 27% to at least a 62%, reducing the gap from 31% to 9% Econ. Disadv. - Increase pass rate from 50% to at least a 69%, reducing the gap from 8% to 3%		
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 54% to at least a 62%, reducing the gap from 4% to 3% Hispanic - Increase pass rate from 30% to at least a 46%, reducing the gap from 28% to 19% EL - Increase pass rate from 23% to at least a 42%, reducing the gap from 35% to 23% SWD - Increase pass rate from 27% to at least a 44%, reducing the gap from 31% to 21% Econ. Disadv. - Increase pass rate from 50% to at least a 59%, reducing the gap from 8% to 6%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency 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 a 65% Hispanic - Increase pass rate from 46% to at least a 56%, reducing the gap from 19% to 12% EL - Increase pass rate from 42% to at least a 53%, reducing the gap from 23% to 15% SWD - Increase pass rate from 44% to at least a 55%, reducing the gap from 21% to 13% Econ. Disadv. - Increase pass rate from 59% to at least a 65%, reducing the gap from 6% to 3%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 65% to at least a 69%, reducing the gap from 3% to 2% Hispanic - Increase pass rate from 56% to at least a 63%, reducing the gap from 12% to 8% EL - Increase pass rate from 53% to at least a 61%, reducing the gap from 15% to 10% SWD - Increase pass rate from 55% to at least a 62%, reducing the gap from 13% to 9% Econ. Disadv. - Increase pass rate from 65% to at least a 69%		
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.		

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 - Consistent Science CLT meetings to analyze unit data, develop Tier 2 plans for review, and remediation groups for Tier 3 instruction. - Complete unit benchmark assessments **in MasteryConnect** and analyze data results to prepare for Tier 3 instruction. - As a SBG school, we will follow science curriculum pacing guide to align with benchmark assessments. **- Adjust science units in order to fit both science and social studies units of study in the allotted time for content.** - Implement science curriculum using district-wide adopted resources**, such as STEMscopes, Generation Genius and Legends of Learning.** - Classroom teachers will curate and display a visible, accessible, and current science word wall - Infuse scientific standards into the specials classes (art, music, PE, and history) - Complete 3rd grade science performance assessments, as required by VDOE. - Provide 5th grade students with literacy rich newspapers to review 4th grade science content. - 15 minutes of 5th grade science block will be used to review 4th grade standards. **- 5th grade will teach whole 5th grade science units.** **-4th grade standards will be retaught over the course of a week or two after the completion of a 5th grade unit.** - Develop a professional learning plan focused on lesson planning and instructional delivery to explicitly address the needs of diverse learners for the teachers participating in the Science CLT. **- Develop enriching vocabulary activities to build student lexicons.** **- Hire a clerical support staff for material preparation of science hands on labs and instruction.** **- Quarterly planning days to review SOLs and pace units of study utilizing county-provided curriculum, materials, and exploration opportunities**	1	ESSA Tier 4: Demonstrates a Rationale	Sept- June, Ongoing	- Grade Level Teachers - Science Lab Teacher - Administrators	Principal & APs with support from Instructional Support, ELA, SPED, Science Coach and Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 - Consistent Science CLT meetings - Supplemental instructional resources include STEMscopes, Generation Genius, BrainPop, Studies Weekly, and Legends of Learning - Provide an opportunity to engage families with Science Instruction - Science Night **- Develop small group review of previously taught material.**	2	ESSA Tier 3: Promising Evidence	Sept- June, Ongoing	- Grade Level Teachers - Science Lab Teacher - Science Coach - Administrators	Principal & APs with support from Instructional Support, ELA, SPED, Science Coach and Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 - Consistent Science CLT meetings - Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. **- Science coach will be available to pull intervention groups in Grade 4 and Grade 5 during the Cardinal block of time - the intervention block.**	2	ESSA Tier 3: Promising Evidence	Sept- June, Ongoing	- Grade Level Teachers - Science Lab Teacher - Science Coach - Administrators	Principal & APs with support from Instructional Support, ELA, SPED, Science Coach and Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Professional Learning - School based Science Coach will be working with teachers and grade levels to support instruction and data analysis. - Teachers will be observed and provided targeted feedback through the SCOT (Science Classroom Observation Tool) - All student supporting teachers will complete all training for county level resources (STEMscopes, Generation Genius, and Legends of Learning)	4	ESSA Tier 3: Promising Evidence	Sept- June, Ongoing	- Grade Level Teachers - EL Teachers - SpEd Teachers - Science Coach - Administrators	Principal & APs with support from Instructional Support, ELA, SPED, Science Coach and Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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] Mid Year Assessment for Grades 3 - 5 (Mastery Connect) **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] Grade 5 Science SOL **Teacher/CLT/Grade** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #4 Partnerships

Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-3-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Baseline Data	2025- YVM -94% Favorable response to Partnerships: Family Engagement (Family tab)	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By 2028, maintain at least 90% of parents responding favorably to YVM category, Partnerships: Family Engagement

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By 2026, maintain at least 90% of parents responding favorably to YVM category, Partnerships: Family Engagement

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Annual Performance Goal Year 2 (2026-27)	By 2027, maintain at least 90% of parents responding favorably to YVM category, Partnerships: Family Engagement
Annual Performance Goal Year 3 (2027-28)	By 2028, maintain at least 90% of parents responding favorably to YVM category, Partnerships: Family Engagement

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	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.
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) * 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	ESSA Tier 3: Promising Evidence	September and October	FACE lead and the FACE team	FACE checklist completion reviewed in the FACE meeting
Action 2 (Communicating Effectively): * Utilize ParentSquare as a 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. * Initiate frequent attendance meetings with key stakeholders to ensure student attendance data is monitored and action plans developed. linked to teaching and learning goals.	3	ESSA Tier 3: Promising Evidence	September through June	Administration, **Attendance Team,** and FACE team	Administration monitoring ParentSquare usage
Action 3 (Student Success): * Review the school's family engagement practice to identify alignment to School Action Plan & our families' needs. * Create a School-based FACE Team to support student learning throught high-impact strategies. * Class meetings where parents and teachers share learning strategies and review key skills for students.	3	ESSA Tier 3: Promising Evidence	Once per quarter through June	FACE lead and the FACE team	Administration meeting with FACE team

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-1.1-% of students responding favorably to YVM category Student Partnerships: School & Community*

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)
Sign in sheets for PTA and attendance reports from night events FACE checklist data Title I Family Partnerships Survey	MOY survey of parents at PTA meeting in February	Sign in sheets for PTA and attendance reports from night events. FACE checklist data	YVM survey Title I Family Partnerships Survey

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Goal #5	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 - WIDA ACCESS 2.0 47.2% of English Learners demonstrated expected progress toward English Language proficiency on the WIDA ACCESS assessment		

3 Year Performance Goal
By 2028, at least 57% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By 2026, at least 50% 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 53% 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 57% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment

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 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier I: Integrated English Language Development (ELD) in the General Education Setting -Provide systematic instruction in academic vocabulary and language functions across all subject areas -Provide students with comprehensible input using scaffolds, such as visual representations, chunked instruction, and adapted texts, across all content areas -Increase oral language development through structured interactive strategies, such as performative turn and talk, across all content areas -Develop oral and written language skills through sentence expansion strategies, including the use of sentence frames and sentence starters -Implement intentional grouping strategies with attention to English language proficiency levels for interactive activities in the classroom	2	ESSA Tier 1: Strong Evidence	Sept- June, Ongoing	- Grade Level Teachers - EL Teachers - Reading Specialists - SpEd Teachers - Coaches - Administrators	Principal & APs with support from EL Leads and OEL.
Tier 2: Targeted, Small Group ELD -Provide targeted support in vocabulary development and oral language development for EL 1s and 2s -Provide targeted support based on identified linguistic needs for EL 3s and 4s who have stagnated in language progress (potential Long-Term ELs)	2	ESSA Tier 1: Strong Evidence	Sept- June, Ongoing	- Grade Level Teachers - EL Teachers - Reading Specialists	Principal & APs with support from EL Leads and OEL.

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Tier 3: Linguistically Scaffolded Interventions for ELs -Provide linguistically scaffolded interventions to support EL 1s and 2s with literacy deficits, including the use of scaffolded phonics, high interest decodable texts, and the integration of decodable texts and writing routines with an emphasis on sentence expansion -Provide linguistically scaffolded math interventions to support newcomer EL 1s and 2s with math deficits -Facilitate cross-linguistic transfer through bridging lessons for newcomer EL1s and 2s, including those with limited or interrupted education (SLIFE)	2	ESSA Tier 1: Strong Evidence	Sept- June, Ongoing	- Grade Level Teachers - EL Teachers - Reading Specialists - SpEd Teachers - Coaches - Administrators	Principal & APs with support from EL Leads and OEL.
Establish regular formative assessment and progress monitoring routines for language development, including: -Providing students with ongoing practice and feedback with speaking and writing prompts -Evaluating speaking and writing samples using the WIDA Language Charts -Analyzing progress monitoring and formative assessment data to identify student needs and target support -Working with students to self-evaluate progress and set goals for improvement -Using language prompts and WIDA Language Charts to gather progress formal monitoring data at Marking Periods 2 and 4	2	ESSA Tier 1: Strong Evidence	Sept- June, Ongoing	- Grade Level Teachers - EL Teachers - Reading Specialists - SpEd Teachers - Coaches - Administrators	Principal & APs with support from EL Leads and OEL.
Engage EL students in direct WIDA ACCESS practice and preparation by: -Providing regular opportunities for practice in settings that simulate an ACCESS-like testing environment -Ensuring students regularly practice using listening and recording devices in ACCESS practice settings -Conferencing with students regarding self-evaluation of language progress and goal setting for language growth -Providing students with WIDA ACCESS orientation, including overviews of each area of the test -Providing parents and caregivers with WIDA ACCESS awareness sessions to emphasize the importance and implications of the assessment	2	ESSA Tier 4: Demonstrates a Rationale	Sept- June, Ongoing	- Grade Level Teachers - EL Teachers - Reading Specialists - SpEd Teachers - Coaches - Administrators	Principal & APs with support from EL Leads and OEL.
Provide Job-Imbedded Professional Learning , including: -Planning and data analysis with support from OEL during CLTs -Model lessons in classrooms provided by OEL staff -OEL coordinated coaching-cycles	4	ESSA Tier 1: Strong Evidence	Sept- June, Ongoing	- Grade Level Teachers - EL Teachers - Reading Specialists - SpEd Teachers - Coaches	Principal & APs with support from EL Leads and OEL.

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved		**Strategic Plan - Key Performance Indicators**	
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)**
	Evaluation of language using WIDA Language Charts	WIDA ACCESS	Evaluation of language using WIDA Language Charts

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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, 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 an outstanding education where every student develops the skills and knowledge to become successful, college- or career-ready graduates and responsible global citizens". 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:

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 collaborative learning time (CLT) in ELA, Math, and Science. Additionally, it provides for common time for interventions by specialists. **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.

STAFFING Supports -
-Strengthen job-embedded professional learning and offerings align with student needs and areas of professional growth
-Increase staff recognition programs, peer observation, mentorship
-Continue monthly meetings with the instructional leadership team (ILT) and school action committee (SAC) to listen to concerns and involve staff in decision making processes.
-School leadership team (Principal, AP, ILT & SAC, coaches) meets at least 1x/month to discuss a range of topics to support continuous school improvement. School leadership team also has a quarterly standing meeting with Central Office program office Directors/Supervisors. Meetings include a review of data, professional learning, supports for students and staff.

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 3.4 FTE support (1.1 Title I Reading Teachers positions; 1.8 Title I Academic Support Teachers; and a .5 Title I Science Coach) 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 2023 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 (VALLS) K-3, DIBELS Gr1-5, NWEA MAP Growth Reading Gr3-5, Lexia Core 5 for PreK-5, Phonics Survey for Diagnostics, Phonological Awareness Screener, APS Quarterly Reading Assessment series), 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)

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• Data that speak to Social Emotional Learning such as attendance, discipline, and results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey

• Instructional Personnel and Licensure Report

• Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and the instructional coaches CLT

• Community engagement, experience, and perception data such as the Your Voice Matters survey, 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.