Dr. Charles R. Drew - School Action Plan - 2025-26 to 2027-28
Principal: Tracy Gaither

Goal #1	Mathematics - 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	Spring 2025 - SOL- Math All Students - 58% Asian -67% Black - 42% Hispanic - 58% Multiple - 60% White - 92% EL - 49% **SWD - 15%** Econ. Disadv. - 48%	**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 pass rate from 58% to at least a 71%
Black - Increase pass rate from 42% to at least a 65%, reducing the gap from 16% to 6%
Hispanic - Increase pass rate from 58% to at least a 71%
Multiple- Increase pass rate from 60% to at least a 71 %
EL - Increase pass rate from 49 % to at least a 68%, reducing the gap from 9% to 3%
SWD - Increase pass rate from 15% to at least a 59%, reducing the gap from 43% to 12% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
Econ. Disadv. - Increase pass rate from 48% to at least a 68%, reducing the gap from 10% to 3%

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 pass rate from 58% to at least 65%. **Black** - Increase pass rate from 42% to at least a 53%, reducing the gap from 16% to 11% **Hispanic** - Increase pass rate from 58% to at least a 65% **Multiple**- Increase pass rate from 60 % to at least a 64 %, reducing the gap from 0% to 1% **EL** - Increase pass rate from 49% to at least a 58 %, reducing the gap from 9% to 7% **SWD - Increase pass rate from 15% to at least a 37%, reducing the gap from 43% to 28%** **Econ. Disadv.** - Increase pass rate from 48% to at least a 57%, reducing the gap from 10% to 8%
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 pass rate from 65% to at least a 68% **Black** - Increase pass rate from 53% to at least a 61%, reducing the gap from 12% to 7% **Hispanic** - Increase pass rate from 65% to at least a 68% **Multiple**- Increase pass rate from 64% to at least a 68 % **EL** - Increase pass rate from 58 % to at least a 65%, reducing the gap from 7% to 3% **SWD - Increase pass rate from 37% to at least a 50%, reducing the gap from 28% to 18%** **Econ. Disadv.** - Increase pass rate from 57% to at least a 64%, reducing the gap from 8% to 4%

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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 pass rate from 68% to at least a 71% **Black** - Increase pass rate from 61% to at least a 65%, reducing the gap from 7% to 6% **Hispanic** - Increase pass rate from 68% to at least a 71% **Multiple**- Increase pass rate from 68% to at least a 71 % **EL** - Increase pass rate from 65 % to at least a 68%, reducing the gap from 3% to 3% **SWD - Increase pass rate from 50% to at least a 59%, reducing the gap from 18% to 12%** **Econ. Disadv.** - Increase pass rate from 64% to at least a 68%, reducing the gap from 4% to 3%

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

K-5: Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. (ESSA Tier 1)
https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=28

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 PL and collaborative time is needed to develop faculty skills in 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 1.2-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.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.

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 Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * Teacher will use all components of the three recommended math workshop structures within each math block. Every student will regularly meet with the teacher in targeted small group. * Teachers utilize the Math Recovery program in K-2 and other resources to support students daily in small groups during Tier 1 instruction. * Quarterly Planning around curriculum and instruction for K-5	2	ESSA Tier 4: Demonstrates a Rationale	Sept - June, ongoing	Admin, Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP will support with MTSS, 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 **1) Use a well-chosen set of concrete and semi-concrete representations (CRA model) to support students' learning of mathematical concepts and procedures.** **Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students.** **2) Teachers will plan for and utilize targeted small group instruction to meet each students' needs.** **3) Teachers will provide just-in-time support to help students access grade level curriculum.** **4) Teachers will use various engagement structures (e.g. Kagan) to support all students, especially EL and SWD.**	2	ESSA Tier 1: Strong Evidence	1) Sept-June 2026 2) Sept-June 2026 3) Sept-June 2026 4) Sept-June 2026	Admin, Classroom teachers, EL, SpEd teachers, Math Coach, Data Coach	Principal & APs will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including AVMR, Math in Practice, Bridges, IXL (assigned lessons only) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs and SWD have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) and engagement structures to aid comprehensible input and recall.	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Admin, Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP 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**	2	ESSA Tier 1: Strong Evidence	1) Sept-June 2026	Admin, Classroom teachers, EL, SpEd teachers, Math Coach, Data Coach, Math Interventionists	Principal & APs will support with MTSS, Math Office - will monitor by conducting walkthroughs, 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 * In addition to the regular math-block, intensive small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (AVMR, Bridges) * Students in grades 3 through 5 are receiving Tier 3 Bridges 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, English Learners, Special Education teacher, and general education teacher in a small group setting. * 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.	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Admin, Classroom teachers, EL, SpEd teachers, Math Coach, Data Coach	Principal & AP will support with Instructional Support, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		

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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 1-10% 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 1: Strong Evidence	1) Sept-June 2026	Admin, Classroom teachers, EL, SpEd teachers, Math Coach, Data Coach, Math Interventionists	Principal & APs will support with MTSS, will monitor by conducting walkthroughs, 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
Professional Learning: * Math Coach and Math Interventionist provide professional learning in intervention programs * Math Coach will provide professional learning in using engagement structures to support all learners * Math Coach provide targeted training to teachers who will provide intervention support * Math Coach to provide support with implementing Math Workshop * CLTs will engage in sustained, job-embedded, collaborative PL in pedagogical strategies to use concrete and semi-concrete representations to support students' guided and self-directed learning of mathematical concepts and procedures (ESSA Evidence Tier 1) * Coaching support around knowledge building, engagement structures and instructional resouces	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, Classroom teachers, EL, SpEd teachers, Math Coach, Data Coach	Principal & AP 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) Content Academies to support the efficacy of teachers in the study of mathematics to occur during contract hours.** **2) Teachers will participate in AVMR training to support their understanding of number sense, number relations, and addition and subtraction to occur outside the contract hours.** **3) Teachers will participate in a four-part institute focused on designing and implementing effective Specially Designed Instruction (SDI) for K–5 students with disabilities to support implementation of the ELA & Math EBI's.**	2	ESSA Tier 2: Moderate Evidence	1) Feb-June 2026	Math Office, Admin, SpEd teachers, Math Coach	Principal and math coaches, in collaboration with the Math Office, will monitor the development of content academies and special education staff participation in CLTs and implementation across general education and small-group settings.	Funds to pay for special education staff to participate in content academy trainings, AVMR, and SDI Summer Institute outside of contractual hours; substitutes for teacher release time to participate in content academy training and AVMR	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** -Unit Post-Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**Teacher/CLT/Grade** -Unit Post-Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level** NWEA - MAP Growth **Teacher/CLT/Grade** -Unit Post-Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level-** NWEA - MAP Growth **Teacher/CLT/Grade** -Unit Post-Assessments [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)

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- Monthly review of the walkthrough data to assess implementation of the instructional strategies listed in the prioritized action steps, specially the implementation of the CRA model. - During the quarterly planning day, leadership team will review walkthrough data over the previous 6 weeks to determine use of the CRA model and next coaching/PD steps. - Monitor CLT agendas to specify evidence of the instructional strategies listed in the prioritized action steps, to include implementation of the CRA model.	- Monthly review of the walkthrough data to assess implementation of the instructional strategies listed in the prioritized action steps, specially the implementation of the CRA model. - During the quarterly planning day, leadership team will review walkthrough data over the previous 6 weeks to determine use of the CRA model and next coaching/PD steps. - Monitor CLT agendas to specify evidence of the instructional strategies listed in the prioritized action steps, to include implementation of the CRA model.	- Monthly review of the walkthrough data to assess implementation of the instructional strategies listed in the prioritized action steps, specially the implementation of the CRA model. - During the quarterly planning day, leadership team will review walkthrough data over the previous 6 weeks to determine use of the CRA model and next coaching/PD steps. - Monitor CLT agendas to specify evidence of the instructional strategies listed in the prioritized action steps, to include implementation of the CRA model.	- Monthly review of the walkthrough data to assess implementation of the instructional strategies listed in the prioritized action steps, specially the implementation of the CRA model. - During the quarterly planning day, leadership team will review walkthrough data over the previous 6 weeks to determine use of the CRA model and next coaching/PD steps. - Monitor CLT agendas to specify evidence of the instructional strategies listed in the prioritized action steps, to include implementation of the CRA model.

Goal #2	Reading - 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	**Spring 2025 - SOL- Reading** **All Students**- 53% **Black** - 42% **Hispanic** - 45% **EL** - 35% **SWD** - 13% **Econ. Disadv.** - 41% **Spring 2025 - ACCESS 2.0 results** 46.7% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Reading Mastery

3 Year Performance Goal

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

All Students- Increase pass rate from 53% to at least a 69%
Black - Increase pass rate from 42% to at least a 65%, reducing the gap from 11% to 4%
Hispanic - Increase pass rate from 45% to at least a 66%, reducing the gap from 8% to 3%
EL - Increase pass rate from 35% to at least a 64%, reducing the gap from 18% to 5%
SWD - Increase pass rate from 13% to at least a 58%, reducing the gap from 40% to 11% (Year 2 of identification for targeted support and improvement (TSI). First identified in SY 2023-24)
Econ. Disadv. - Increase pass rate from 41% to at least a 65%, reducing the gap from 12% to 4%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students- Increase pass rate from 53% to at least a 61% **Black** - Increase pass rate from 42% to at least a 53%, reducing the gap from 11% to 8% Hispanic - Increase pass rate from 45% to at least a 55%, reducing the gap from 8% to 6% **EL** - Increase pass rate from 35% to at least a 49%, reducing the gap from 18% to 12% AND at least 52% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking) **SWD - Increase pass rate from 13% to at least a 36%, reducing the gap from 40% to 25%** **Econ. Disadv.** - Increase pass rate from 41% to at least a 53%, reducing the gap from 12% to 8%

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Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students- Increase pass rate from 61% to at least a 65% **Black** - Increase pass rate from 53% to at least a 61%, reducing the gap from 8% to 4% Hispanic - Increase pass rate from 55% to at least a 63%, reducing the gap from 6% to 2% **EL** - Increase pass rate from 49% to at least a 58%, reducing the gap from 12% to 7% AND at least 57% of English Learners will demonstrate expected progress toward English Language proficiency on the W **SWD - Increase pass rate from 36% to at least a 50%, reducing the gap from 25% to 15%** **Econ. Disadv.** - Increase pass rate from 53% to at least a 61%, reducing the gap from 8% to 4%
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students- Increase pass rate from 65% to at least a 68% **Black** - Increase pass rate from 61% to at least a 65%, reducing the gap from 4% to 3% Hispanic - Increase pass rate from 63% to at least a 66%, gap remains at 2% **EL** - Increase pass rate from 58% to at least a 64%, reducing the gap from 7% to 4% AND at least 62% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment (which is inclusive of Reading, Writing, Listening, and Speaking) **SWD - Increase pass rate from 50% to at least a 58%, reducing the gap from 15% to 10%** **Econ. Disadv.** - Increase pass rate from 61% to at least a 65%, reducing the gap from 4% to 3%

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

K-3 Teach students to decode words, analyze word parts, and write and recognize words.(ESSA Tier 1)

Description: The more words students read and the more they learn sound–spelling patterns (groups of letters that represent a single sound, such as ph) and word parts (letters or combinations of letters that appear in multiple words and hold a specific meaning, such as -ing), the more they will be able to recognize words in both familiar and unfamiliar contexts.

Providing students with explicit instruction in these skills in the lower grades will prepare them to be successful in reading and answering questions about both known and unknown passages in connected text and on assessments. Studies also show that providing this instruction to students at risk for reading disabilities in small group and one on one settings supports them in learning how to be efficient and fluent readers.

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

Gr. 4-5 Routinely use a set of comprehension-building practices to help students make sense of the text, (ESSA Tier 1)

Description: Students with reading difficulties often have difficulty understanding what they read. Many of these students view reading as a frustrating task and may rush through a passage, rather than try to figure out its meaning. It is therefore important to teach students routines for determining the meaning of text passages and how to monitor their comprehension, while continuing to develop their word and world knowledge. This can be achieved in small group intervention by providing many opportunities for students to ask and answer questions about what they are reading. Explicit teaching of the types of questions they may ask and answer (right there, think and search, author and me) provides students with the knowledge and skill to comprehend familiar and unfamiliar text passages.

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

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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 comprehension-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 more comfortable with reading comprehension tasks and slow down when they complete them
2) Be able to answer a variety of comprehension question types related to familiar and unfamiliar text
3) Pass the end of course reading SOL

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	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.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.

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 Systematic Core Phonics in K-3 with fidelity (95% Core Phonics), with additional decodable text (95% Core Phonics) that are aligned to the phonics curriculum * Implement CKLA in K-5 for language comprehension * Regular VALLSS (K-5) progress monitoring for students who have met or exceeded the benchmark * Student performance on county-wide assessments such as: MasteryConnect assessments, VALLSS, and NWEA MAP assessments are analyzed at CLTs. * Provide opportunities for EL and SpEd teachers to collaborate with Reading Coach or grade-level CLT * Support CLTs in planning lessons based on enduring understandings, utilizing curricular resources as approporiate * Lexia recommended usage for structured literacy at students level * Quarterly Planning around curriculum and instruction for K-5 * Coaching support around knowledge building and instructional resouces	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	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 and implement accelerated phonics plan (UFLI) in 2nd grade during the core instructional block** **2) Teachers will use various engagement structures (e.g Kagan) to support all students, especially EL and SWD** **3) Co-teaching model used for inclusion SPED co-taught classes with embedded co-planning time to design tier 1 instruction that includes specially designed instruction, aligned with EBI practices, to meet the individual needs of students with disabilities.**	2	ESSA Tier 2: Moderate Evidence	1) Sept-June, ongoing 2) Sept-June, ongoing 3) Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists, Reading Teachers, EL teachers, Special Education Teachers	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	N/A	

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Tier 2: * In addition to the regular ELA block, provide intensive small group instruction meeting 4-5x weekly using research based programs/strategies, and regular progress monitoring. (Lexia Core 5) * Teachers will use various engagement structures to support all students, especially EL and SWD	2	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	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) Phonics Lesson Library- basic, advanced, multisyllable based upon screening data (multisyllabic routines)** **2) Students identified for intervention (MAP achievement percentile of 0-19) in grades 3 through 5 will receive Phonics Lesson Library or UFLI intervention or SONDAY system from reading teacher/specialist**	2	ESSA Tier 1: Strong Evidence	1) Sept-June 2) Sept-June	Admin, All Teachers, Reading Coach and Reading Specialists, Reading Teachers, EL teachers, Special Education Teachers	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	Funds to pay for special education staff to participate in content academy trainings, SONDAY System, and SDI Summer Institute outside of contractual hours; substitutes for teacher release time to participate in content academy training	SONDAY System - CLSD Grant SDI Training, Content Academies - SIG Grant
Tier 3: * In addition to the regular ELA block, provide intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, and regular progress monitoring. (Lexia Core 5) * Multisensory decoding/encoding lessons; repeated opportunities for practice * Students receiving a reading intervention will be progress monitored 2x/month using VALLSS subtests (K-5). Student data will be used to adjust instruction within the intervention. * Interventions will be monitored every 6-8 weeks (sooner if evidence of growth or lack of it) to determine its level of success	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	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 **1) Multisensory decoding/encoding structured literacy lessons; repeated opportunities for practice** **2) Integrate comprehension-building practices to help students make sense of text** **3) Students in Grades 4 and 5 receive intervention if they scored in the 1-10% on NWEA MAP and high risk on VALLSS. 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.** **4) Teachers will use various engagement structures (e.g. Kagan) to support all students, especially EL and SWD**	2	ESSA Tier 3: Promising Evidence	1) Sept-June, ongoing 2) Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists, Reading Teachers, EL teachers, Special Education Teachers	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.		
Professional Learning * Contextualize CLT dialogues and professional learning in standards of learning and power standards, also articulating alignment to standards-based grading system. * The reading coach will provide professional learning in using engagement structures to support all learners * The reading specialist will provide intervention training to EL, SPED, and academic coaches. * Provide staff training pertaining to the Science of Reading * Quarterly data dive to analyze student mastery of standards * Amplify (CKLA) will deliver on-site coaching to provide job embedded support to teachers to support Tier 1 and Tier 2 instruction with a focus on fluency building lesson components and activities *95 Percent Group will provide on-site coaching to support fidelity of implementation of 95% Phonics for new teachers with a focus on evidence based intervention that strengthen students ability to decode words, analyze words, and write and recognize words.	1	ESSA Tier 1: Strong Evidence	2) Sept-June, ongoing	Admin, All Teachers, Reading Coach and 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 **1) All SPED and EL teachers will be trained in UFLI and/or SONDAY System to support their implementation of the identified EBI's** **2) Teachers will participate in a four-part institute focused on designing and implementing effective Specially Designed Instruction (SDI) for K–5 students with disabilities to support implementation of the ELA & Math EBI's.** **3) Teachers will participate in a 5-day Kagan Workshop on implementing engagement strategies in the content area.**	1	ESSA Tier 1: Strong Evidence	1) Sept-June, ongoing 2) Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists, Reading Teachers, EL teachers, Special Education Teachers	Principal & APs will support with Instructional Support, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	Funds to pay for special education staff to participate in content academy trainings, SONDAY System, and SDI Summer Institute outside of contractual hours; substitutes for teacher release time to participate in content academy training	SONDAY System - CLSD Grant SDI Training, Content Academies - SIG 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

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 VALLSS **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] WIDA Language Charts OR Formal Language Samples	**School level-** NWEA Map Growth VALLSS WIDA ACCESS for EL's **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**School level** NWEA Map Growth VALLSS **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] WIDA Language Charts OR Formal Language Samples

Evidence of Implementation (MP1)	Evidence of Implementation (MP2)	Evidence of Implementation (MP3)	Evidence of Implementation (MP4)
School leadership team to review all CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' decoding and comprehension.	School leadership team to review all grade K-3 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of foundational literacy skills. School leadership team to review all grade 4 - 5 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of reading comprehension skills. School leadership team to conduct monthly walkthroughs to monitor implementation of the EBIs with a focus on the accelerated phonics plan in grade 2 and research based strategies utilized during Tier 2 and 3 instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all grade K-3 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of foundational literacy skills. School leadership team to review all grade 4 - 5 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of reading comprehension skills. School leadership team to conduct monthly walkthroughs to monitor implementation of the EBIs with a focus on the accelerated phonics plan in grades 2 and research based strategies utilized during Tier 2 and 3 instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.	School leadership team to review all grade K-3 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of foundational literacy skills. School leadership team to review all grade 4 - 5 CLT agendas on a weekly basis to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' understanding of reading comprehension skills. School leadership team to conduct monthly walkthroughs to monitor implementation of the EBIs with a focus on the accelerated phonics plan in grades 2 and research based strategies utilized during Tier 2 and 3 instruction. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.

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Goal #3	Student Well-Being		
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	2024-25 Chronic Absenteeism - 20.1%	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By June 2028, Chronic Absenteeism will be reduced to at least 14%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, Chronic Absenteeism will be reduced to at least 18%
Annual Performance Goal Year 2 (2026-27)	By June 2027, Chronic Absenteeism will be reduced to at least 16%
Annual Performance Goal Year 3 (2027-28)	By June 2028, Chronic Absenteeism will be reduced to at least 14%
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) -	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Social Emotional * Implement SEL curricular resource (Responsive Classroom) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-5 * Cultivate empathy and compassion in students by encouraging them to understand and value the feelings and perspectives of others. (Responsive Classroom)	3, 4	1	Sept-June, Ongoing	Principal & AP, SEL Lead, School Counselor, Social Worker, Data Coach, Classroom Teachers	Principal and AP will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Prinicipal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.
Academic * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * Support students in taking responsibility for their actions and academic progress, promoting a sense of accountability within the classroom community. * Teach students effective problem-solving skills, empowering them to approach challenges with a systematic and thoughtful mindset.	3, 4	1	Sept-June, Ongoing	Principal & AP, School Counselor, Social Worker, Student Support Coordinator, School Psychologist,	Princpal and AP will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Prinicipal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.

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Parent Engagement * Establish a school-based mental and behavioral health team that will delliver three parent workshops throughout the school year to provide families with positive behavior strategies * Organize family activities that promote volunteering, recognizing cultures and attending school events.	3, 4	1	Sept-June, Ongoing	Principal & AP, School Counselor, Social Worker, Student Support Coordinator, School Psychologist, Bilingual Family Specialists	Princpal and AP will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Prinicipal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.
Professional Learning 1) School leadership team & SEL Lead teacher will model Morning Meeting structure and facilitation and provide coaching throughout the SY at staff meetings and CLTs 2) Staff will participate in training on Tier 2 & 3 interventions ==	3, 4	1	Sept-June, Ongoing	Principal & AP, SEL Lead, School Counselor, Social Worker,, Instructional Lead Teacher	Princpal and AP will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Prinicipal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.

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)
Monthly Review of Attendance dashboard	Monthly Review of Attendance dashboard	Monthly Review of Attendance dashboard	Monthly Review of Attendance dashboard

Goal #4	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	2025 YVM 93% favorable on Partnerships: Family Engagement	**Identify if goal is required based on state or federal requirements, or other guidelines**	Title I

3 Year Performance Goal

By June 2027, on the YVM, maintain 90% or above favorable response on the Partnerships: Family Engagement

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, on the YVM, maintain 90% or above favorable response on the Partnerships: Family Engagement

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Annual Performance Goal Year 2 (2026-27)	By June 2027, on the YVM, maintain 90% or above favorable response on the Partnerships: Family Engagement
Annual Performance Goal Year 3 (2027-28)	By June 2028, on the YVM, maintain 90% or above favorable response on the 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-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.

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 three 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.)	1	4	Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to deermine its effectiveness in meeting their needs.
Action 2 (Welcoming All Families): -Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as: -integrated meals and child care; -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	Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to deermine its effectiveness in meeting their needs.
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.	1	4	Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to deermine its effectiveness in meeting their needs.

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Action 4: (Communicating Effectively): Reinforce the foundations of School-Family partnership by • collaboratively reviewing our School-Family Partnership Principles with SY24-25 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding • collecting input from our SY24-25 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 (weekly Principal update, school calendar, school website, 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.	1	4	Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to deermine its effectiveness in meeting their needs.

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)
Exit Tickets, FACE checklist	Exit Tickets, FACE checklist	Exit Tickets, FACE checklist	YVM

Goal #5	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	Spring 2025 - Science SOL - pass rates **All Students**- 53% **Black** - 25% **Hispanic** - 59% **EL** - 23% **SWD** - 0% **Econ. Disadv**. 55%	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

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

All Students - Increase pass rate from 53% to at least a 68%

Black - Increase pass rate from 43% to at least a 61%, reducing the gap from 18% to 7%
Hispanic - Increase pass rate from 65% to at least a 72%
EL - Increase pass rate from 42% to at least a 61%, reducing the gap from 19% to 7%
SWD - Increase pass rate from 30% to at least a 58%, reducing the gap from 31% to 10%
Econ. Disadv. - Increase pass rate from 62% to at least a 69%

Annual Performance Goals	
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 pass rate from 53% to at least a 61% **Black** - Increase pass rate from 25% to at least a 43%, reducing the gap from 28% to 18% **Hispanic** - Increase pass rate from 59% to at least a 65% **EL** - Increase pass rate from 23% to at least a 42%, reducing the gap from 30% to 19% **SWD** - Increase pass rate from 0% to at least a 30%, reducing the gap from 53% to 31% **Econ. Disadv.** - Increase pass rate from 55% to at least a 62%
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 pass rate from 61% to at least a 65% **Black** - Increase pass rate from 43% to at least a 54%, reducing the gap from 18% to 11% **Hispanic** - Increase pass rate from 65% to at least a 68% **EL** - Increase pass rate from 42% to at least a 53%, reducing the gap from 10% to 6% **SWD** - Increase pass rate from 30% to at least a 46%, reducing the gap from 31% to 19% **Econ. Disadv.** - Increase pass rate from 62% to at least a 66%
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 pass rate from 65% to at least a 68% **Black** - Increase pass rate from 54% to at least a 61%, reducing the gap from 11% to 7% **Hispanic** - Increase pass rate from 68% to at least a 72% **EL** - Increase pass rate from 53% to at least a 61%, reducing the gap from 12% to 7% **SWD** - Increase pass rate from 46% to at least a 58%, reducing the gap from 19% to 12% **Econ. Disadv.** - Increase pass rate from 66% 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.
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

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Tier 1: - dedicated science word walls/glossary in each classroom that are placed in a visible location in the classroom and accessible to students throughout the lesson - Teachers will use various engagement structures to support all students, especially EL and SWD - ensure SWD participate in GenEd setting with support as needed (co-teaching with EL or SpEd teachers if required) - utilize community partners to provide authentic science experiments aligned to our science standards of learning - Enhance quarterly planning meetings for Grades 4 and 5 Science CLT and central office Science Specialist to include modeling of effective use of data to drive instructional decisions - Create structured opportunities for Science CLT's co-plan with EL, SPED, and AAC to develop lessons that differentiate instruction to meet and appropriately challenge all students - Work collaboratively with the 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 as well as vocabulary development, differentiation, and connection to the 5Cs - Develop a professional learning plan focused on lesson planning and instructional delivery to explictly address the needs of diverse learners for the teachers participating in the Science CLT -Teachers utilize and implement science curriculum, pacing guides, and instructional materials that are provided by the Science Office via a Google Site. Primary instructional materials are STEMscopes, BrainPop, Legends of Learning, Generation Genius that are aligned to the VDOE grade level Science standards. -Teachers utilize and implement division developed unit and middle of year assessments that are administered through Mastery Connect. The unit assessments are aligned to the VDOE grade level Science standards. -Utilize CLT structure to develop interdisciplinarly units to support integration of Science standards across content. Engineering is Elementary (EIE) resources will be utilized to support interdisciplinary instruction in several units within the VDOE grade level standards. Each grade level team will implement 3 interdisciplinary units. -Develop a Master Schedule with dedicated time for Science instruction in each grade level. At least 2.5 hrs/weeks on average. (30 min daily K-3, 45 min daily 4-5) -Incorporate family engagement opportunities (e.g. Family Science night) to reinforce learning -Teachers provide explicit instruction and opportunities to practice Claim Evidence Reasoning (CER) to develop critical thinking and explain scientific reasoning. - Students will receive more explicit instruction in reading, analyzing, and creating graphs and recurring opportunities to practice and apply the learned skill.	2, 3	4	Sept-June, Ongoing	Admin, All Staff	Principal & AP's with support with Science Office will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: - Utilize study guides to review standards - Use STEMscopes, BrainPop, Legends of Learning, Generation Genius to support Tier 2 instruction -Regularly review unit assessment data to identify students for Tier 2 interventions - Include small group instruction during either the Science block to reteach and reinforce key standards	2, 3	4	Sept-June, Ongoing	Admin, All Staff	Principal & APs with support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: - small groups interventions 2-3x per week based on unit and formative assessment data - Progress monitoring - Incorporate instructional materials from teachers toolbox on Science curriculum guide - Provide small group instruction during either the Science block to reteach and reinforce key standards	2, 3	4	Sept-June, Ongoing	Admin, All Staff	Principal & APs with support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Professional Development: - incorporate professional development, in conjunction with the science lead teacher and science office, about best instructional practice to utilize science resources and curriculum	2, 3	4	1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team, Science lead teacher	Principal will monitor implementation through review of professional learning plans, and regular check-ins with members of the school leadership team and Science lead teacher
Staffing Supports - Placement of staff within grade level teams to utilize strengths of staff to address student learning needs and school-wide focus areas for improvement -Strengthen job-embedded professional learning and offerings align with student needs and areas of professional growth -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.			Sept-June, Ongoing	Admin, School leadership team	Principal will monitor implementation through the hiring and master schedule development process and weekly check-ins with staff responsible for completing action steps.

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)

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 schoolwide academic schedule that promotes common planning time for CLTs, thirty minutes of interventon for Gr. K-5, and small group instruction for English Language Learners and Students with Disabilites. The academic schedule promotes CLT connections in ELA, Math, and Science, provides expanded or common opportunities for small group instruction or specialist interventions, and ensures every students' day begins strong with Responsive Classroom Morning Meeting. We departmentalize for deep learning in the upper grades and to maximize student instructional time.

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. We also implement Zones of Regulation (ESSA Evidence Tier 4).
- 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.

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 2.5 FTE (1.0 FTE Title I Reading Teacher, 0.5 FTE Title I Math Coach, and 1.0 Title I Academic Support Teachers) 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/Power Up for grades 2-5, 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)
- 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 (IPAL)
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, Instructional Rounds, and instructional coach reflections.
- 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 Black students, English Learners and Students With Disabilities.