Alice West Fleet - School Action Plan - 2025-2026 to 2027-28
Principal: Jennifer Gildea

Goal #1	Math - SOL Proficiency		
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**- Pass 73% **Asian**- Pass 77% **Black**- Pass 63% **Multiple Races**- Pass 84% **White**- Pass 95% **Hispanic** - Pass 53% (opp. gap 20%) **EL** - Pass 41% (opp. gap 32%) **SWD** - Pass 32%(opp. gap 41%) **Econ. Disadv** - Pass 56% (opp. gap 17%)	**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:

Hispanic - Increase pass rate from 65% to at least 68%, reducing the gap from 13% to 12%
EL - Increase pass rate from 61% to at least 65%, reducing the gap from 17% to 16%
SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 21% to 17% (Year 1 TSI identified- SY 2024-25)
Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 10% to 11%

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:** **Hispanic -** Increase pass rate from 53% to at least 61%, reducing the gap from 20% to 15% **EL -** Increase pass rate from 41% to at least 53%, reducing the gap from 32% to 23% **SWD - Increase pass rate from 32% to at least 47%, reducing the gap from 41% to 29%** **Econ. Disadv. -** Increase pass rate from 56% to at least 63%, reducing the gap from 17% to 13%
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:** **Hispanic** - Increase pass rate from 61% to at least 65%, reducing the gap from 15% to 13% **EL** - Increase pass rate from 53% to at least 61%, reducing the gap from 23% to 18% **SWD - Increase pass rate from 47% to at least 57%, reducing the gap from 29% to 21%** **Econ. Disadv.** - Increase pass rate from 63% to at least 67%, reducing the gap from 13% to 11%
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:** **Hispanic -** Increase pass rate from 65% to at least 68%, reducing the gap from 13% to 12% **EL -** Increase pass rate from 61% to at least 65%, reducing the gap from 17% to 16% **SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 21% to 17%** **Econ. Disadv. -** Increase pass rate from 67% to at least 70%, reducing the gap from 10% to 11%

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

EBI Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades
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
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."
4. Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas.

Rationale
Although concrete and semi-concrete representations are included in core math programs, students who struggle with mathematics require more targeted instruction that uses these representations to model and deepen understanding of mathematical ideas. Carefully selecting representations and explicitly connecting them to abstract notation helps students conceptualize the relationship between visual models and the underlying mathematics, while repeated opportunities to use these tools support their gradual understanding of mathematical abstraction. Addressing the root cause—an inefficient professional development model—means ensuring teachers receive focused training, clarity on instructional materials, and coaching on how to implement these representation-based practices effectively. Strengthening educator expertise in this area enables consistent, high-quality SDI for diverse learners and improves students' ability to grasp increasingly abstract mathematical concepts.

EBI Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades. Provide systematic instruction during the intervention to develop student understanding of mathematical ideas (ESSA Tier 1) https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=12

Description
1. Review and integrate previously learned content throughout intervention to ensure that students maintain understanding of concepts and procedures.
2. When introducing new concepts and procedures, use accessible numbers to support learning.
3. Sequence instruction so that the mathematics students are learning builds incrementally.
4. Provide visual and verbal supports.
5. Provide immediate, supportive feedback to students to address any misunderstandings.

Rationale
Effective interventions for improving the mathematics achievement of students with mathematics difficulties share one key feature: the design of the curricular materials and the instruction provided are systematic. The term systematic indicates that instructional elements intentionally build students' knowledge over time toward an identified learning outcome(s). Systematic intervention materials are designed to develop topics in an incremental and intentional way, and the instruction provided supports student learning. This approach specifically addresses the needs of students who are struggling and provides resources to consider for SDI for our students with disabilities.

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

Through implementation of the EBI's, students will deepen their understanding of mathematical ideas and mathematical abstraction. Implementing a well-chosen set of concrete and semi-concrete representations and providing systematic instruction during intervention will improve student outcomes:
1) Students will strengthen their foundational mathematical understandings as evidenced by formative and summative assessments
2) Students who are at risk in mathematics, including students with disabilities, who scored in "below basic" will advance to at least "basic" performance range and the overall % pass of students passing the end of year math SOL will also increase.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**	**Cost Elements** (Resources needed)	**Funding Source**

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 wherever they are supporting students. * Teacher will use all components of the 3 recommeded math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group with co-teaching models. .Ensure students have access to mathematics tools (ex: manipulatives, grids, anchor charts, word walls, etc.) each day and throughout learning experiences. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. * Tracking, analyzing, and using important data during CLT including math screeenin data progression in grades K-5.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Interventionist	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 (BOLD & NUMBER each action step) **1. Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.** **2 Teacher will use all components of the 3 recommeded math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group within co-teaching models.** **3. Ensure students have access to mathematics tools (ex: manipulatives, grids, anchor charts, word walls, etc.) each day and throughout learning experiences.** **4. Targeted groups are differentiated to meet each students' needs.**	1. Sept- June 2026 2. Sept-June 2026 3. Sept- June 2026 4. Sept. June 2026	Classroom teachers, EL, SpEd teachers, Interventionist	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	1. Quarterly planning dates request substitutes 2. Peer Observation cycles - Substitutes requested/summer SDI institute 3. Manipluative align with AVMR and math workshop 4. AVMR PD and kits	SIG Grant Funds
Tier 2 *Provide tiered support within guided groups based on pre-assessment data and ongoing data collection, utilizing recommended curricular resources. Include AVMR® and/or Bridges Intervention®, and/or Project M2 and M3® based on indicated need. *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (essential standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs and SWD have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall. *Spiral reivew targeting essential standards - IXL tailored lessons and activities based upon student needs and standards	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach, Interventionist	Principal & AP will support with MTSS, 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 (BOLD & NUMBER each action step) **1. Provide tiered support within guided groups based on pre-assessment data and ongoing data collection, utilizing recommended curricular resources. Include IXL,AVMR® and Bridges** **2. Collaborative planning, including EL and SpEd teachers, to target identified needs. Identify target areas (essential standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs and SWD have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.**	1. Sept- June (Additional PD March-June)2. Sept-June 3. Sept- June	Classroom teachers, EL, SpEd teachers, Math Coach, Interventionist	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	1. AVMR training and kits 2. Provide compenstation after contractual hours	SIG Grant Funds
Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, AVMR etc) * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach, Interventionist	Principal & AP will support with MTSS, 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 (BOLD & NUMBER each action step) **1. 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. (AVMR and Bridges)** **2. Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities**	1. Sept-June 2026 2. Sept-June 2026	Classroom teachers, EL, SpEd teachers, Math Coach, Interventionist	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	1. AVMR kits and PD 2, Quarterly planning and data analysis with substitute requested	SIG Grant Funds

Professional Learning: Student Center Coaching Cyles Add+Vantage Math Recovery® (AVMR): Primary grades and SWD **Bridges Intervention®** **Math Workshop** **NWEA- Growth**	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles and for district trainings		
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. Coaching support and observations** **2. AVMR training level 1 and 2**	1. March-June 2026 2. March - August 2026	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles and for district trainings	1. Observation cycles- sub requested 2. AVMR PD	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 Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Intervetions	**School level-** **NWEA - MAP Growth** **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions -Mid-year APS assessment will be a good indication of the student's retention of standards we have taught.	**School level** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions	**School level-** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Intervetions"

Evidence of Implementation (MP1)	Evidence of Implementation (MP2)	Evidence of Implementation (MP3)	Evidence of Implementation (MP4)
1. co-teaching and SDI walkthrough forms 2. AVMR small group checklist 3. CLT agenda for co-teaching planning 4. Progress monitoring and assessment trackers for unit assessments and interventions	1. co-teaching and SDI walkthrough forms 2. AVMR small group checklist 3. CLT agenda for co-teaching planning 4. Progress monitoring and assessment trackers for unit assessments and interventions	1. co-teaching and SDI walkthrough forms 2. AVMR small group checklist 3. CLT agenda for co-teaching planning 4. Progress monitoring and assessment trackers for unit assessments and interventions	1. co-teaching and SDI walkthrough forms 2. AVMR small group checklist 3. CLT agenda for co-teaching planning 4. Progress monitoring and assessment trackers for unit assessments and interventions

Goal #2	Reading - SOL Proficiency
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 2024 - SOL - English (Preliminary)** **All Students**- Pass 71% **Asian**- Pass 81% **Black**- Pass 63% **Multiple Race**- Pass 84% **White**- Pass 91% **Hispanic** - Pass 49% (opp. gap 22%) **EL** - Pass 26% (opp.gap.45% **SWD** - Pass 32% (opp. gap 39%) **Econ. Disadv** - Pass 50% (opp. gap 21%)	**School Performance & Support Alignment** *(Select indicator that the goal addesses)*	Reading Mastery

3 Year Performance Goal

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

Hispanic - Increase pass rate from 65% to at least 68 %, reducing the gap from 12% to 11%
EL - Increase pass rate from 54% to at least 62%, reducing the gap from 23% to 17%
SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 20% to 15% (Year 1 TSI identified - SY2024-25)
Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 20% to 10%

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:** **Hispanic -** Increase pass rate from 49% to at least 58 %, reducing the gap from 22% to 16% **EL** - Increase pass rate from 26% to at least 47%, reducing the gap from 45% to 31% **SWD - Increase pass rate from 32% to at least 39%, reducing the gap from 39% to 27%** **Econ. Disadv**. - Increase pass rate from 50% to at least 59%, reducing the gap from 21% to 15%
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:** **Hispanic -** Increase pass rate from 49% to at least 65 %, reducing the gap from 16% to 12% **EL -** Increase pass rate from 47% to at least 54%, reducing the gap from 31% to 22% **SWD - Increase pass rate from 39% to at least 57%, reducing the gap from 27% to 20%** **Econ. Disadv. -** Increase pass rate from 59% to at least 65%, reducing the gap from 15% to 11%
Annual Performance Goal Year 3 (2027-28)	**Hispanic** - Increase pass rate from 65% to at least 68 %, reducing the gap from 12% to 11% **EL -** Increase pass rate from 54% to at least 62%, reducing the gap from 23% to 17% **SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 20% to 15%** **Econ. Disadv.** - Increase pass rate from 65% to at least 69%, reducing the gap from 20% to 10%

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

EBI- Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.
Teach students to decode words, analyze words, and write and recognize words. (ESSA Tler 1) https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28 *Teaching students to decode words, analyze word parts, and write and recognize words strengthens foundational reading skills by increasing their exposure to sound–spelling patterns and meaningful word parts, enabling them to recognize both familiar and unfamiliar words with greater accuracy and independence. As students build this automaticity, their overall reading comprehension improves because they can focus more on meaning and less on figuring out individual words. This EBI directly addresses the root cause—an inefficient professional development model—by providing a clear, research-aligned focus for training, helping educators better understand and use instructional materials, and supporting more effective coaching on how to implement specially designed instruction (SDI) for diverse learners. Through consistent and targeted professional learning around these foundational skills, teachers can apply best practices with greater confidence and fidelity, ultimately leading to stronger student outcomes.*

Routinely use a set of comprehension-building practices to help students make sense of the text (ESSA Tier 1)
https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=27
Routinely teaching a set of comprehension-building practices helps students with reading difficulties become more purposeful and strategic readers by learning how to determine the meaning of text, monitor their understanding, and engage in structured questioning. Because these students often rush through reading or become frustrated, explicit instruction in asking and answering question types—such as right there, think and search, and author and me—provides them with concrete tools to make sense of both familiar and unfamiliar passages. Implementing these routines in small-group intervention not only strengthens comprehension but also directly addresses the root cause: gaps in professional development around effective instructional practices. By aligning training, materials-use guidance, and coaching to these evidence-based routines, educators build a clearer understanding of how to deliver high-quality, specially designed instruction (SDI) for diverse learners.

Build students' decoding skills so they can read complex multisyllabic words (ESSA Tier 1)
https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11
As students advance through school, the words they encounter in grade-level texts become increasingly complex, shifting from simple monosyllabic and early multisyllabic words (such as bat, ball, outside) to far more challenging multisyllabic vocabulary like disorganization and equilibrium. Because these complex words are often essential to understanding upper-grade texts, strong word-reading skills are critical for comprehension. Addressing the root cause—an inefficient professional development model—requires equipping educators with the training, resources, and coaching necessary to effectively teach multisyllabic word-reading strategies. Strengthening teacher expertise in this area ensures that instruction is aligned with best practices and supports diverse learners in accessing increasingly rigorous academic content.

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

EBI 1- 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.

EBI 2- Build students' world and word knowledge so they can make sense of the text. : 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. Teach students to monitor their comprehension as they read.

EBI 3- 1. Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary.
2. Teach students a routine they can use to decode multisyllabic words
3. Embed spelling instruction in the lesson.
4. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.

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-2.1-Implement science of reading strategies and curriculum resources to grow all readers, particularly those below proficiency.

Action Steps

Action Steps	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) * Implement CKLA in K-5 for language comprehension *Using 95% group for phonemic awareness *Engage families in literacy work *Strategic ELA block that incorporates phonics, CKLA, and small group instruction *Unpack 2024 ELA standards *Use 95% Phonics, End of Unit CKLA and writing sample assessments to target instruction. *Utilize Step up to Writing resources to support students in writing about reading. *Teachers in K-2 trained in The Writing Revolution to support students in expanding their writing. *Using Mastery Connect to identify areas of strength and need *Co-Teaching models to effectively provide specialized designed instruction (SDI) and English language development	Sept-June, ongoing	Admin, All ClassroomTeachers, Reading Specialist,	Principal & APs will support with MTSS, 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. Professional learning and implementation of comprenehsion building practices utilizing writing abut text (Writing Revolution).** **2. Strategic ELA block that incorporates phonics, CKLA, and small group instruction** **3. Utilize decodable text resources (e.g. UFLI Phonics) aligned to core phonics curriculum on a daily basis during phonics block** **4. Teach students to decode words, analyze word parts, and write and recognize words.** **5. 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.** **6. Quarterly data chats to inform small-group instruction**	1. Sept-June 2026 2. Sept- June-Professional development 3.Sept-June 2026 4.Sept-June 2026 5.Sept-June 2026 6Sept-June 2026	Admin, All ClassroomTeachers, Reading Specialist,	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	1.Professional development in writing revolution, quarterly planning with funded substitutes for plan for co-teaching models and SDI and small group instruction and compenstate staff for planning for small group instruction after contractual time. 2. Writing Revolution PD 3. Compensation after contractual hour	SIG Grant Funds
Tier 2: * Lexia recommended usage for structured literacy at students level. *Phonics Lesson Library- basic, advanced, multisyllable based upon screening data *Use of VALLSS, MAP, and other data sources to create flexible small groups during core instruction * Targeted intervention based upon diagnostic testing * Use co-teaching strategies while also identifying and implementing flexible groups for target Tier 1 small groups and Tier 2/3 Interventions with progress monitoring *Falcon time Interventions and extensions *Implement VLA reading plans *UFLI intervention *1st Grade UVA VLA Support	Sept-June, ongoing	Admin, All Classroom Teachers, Reading Specialist,	Principal & APs will support with MTSS, 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. Use of VALLSS, MAPS and other data sources to create small group intervention** **2. Co-teaching strategies relating to small group station teaching model of coteaching** **3. UFli acceleration and intervention plans implementation** **4. Building students decoding skills in upper grades with approved phonics resource. (multisyllabic routines)**	1. Sept-June 2026 2. Sept- June 2026 3. Sept- June 2026 4. Sept- June 2026	Admin, All Classroom Teachers, Reading Specialist,	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	1) Quarterly planning with funded substitutes for plan for co-teaching models and SDI and small group instruction 2) compenstate staff for planning for small group instruction after contractual time. 3) UFLI professional development and manual/magnetic boards	SIG Grant Funds
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * Sonday (grade 4 and 5) *4-5 times a week Small group targeted instruction by an interventionist/reading coach *Implement VLA reading plans	Sept-June, ongoing	Admin, All Classroom Teachers, Reading Specialist,	Principal & APs will support with MTSS, 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 lessons; repeated opportunities for practice** **2. Train and implement the phonics resource of the Sonday (grade 4 and 5)** **3. 4-5 times a week Small group targeted instruction by an interventionist/reading coach and special education teachers**	1. Sept- June 2026 2. Sept- June (Sonday PD- March/April) 3. Sept-June 2026	Admin, All Classroom Teachers, Reading Specialist,	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	1/2. Sonday PD and kits 3. Quarterly planning and compenstation after contractual hours.	SIG Grant Funds
Professional Learning *Building teacher capacity with student-centered coaching cycles *Decodable training *structured literacy small group *VAALSS testing training (new teachers, grades 4-5), using data (for everyone), and implementing intervention plans *Applying the VLA learning to planning *UFLI Interventions *supporting EL students using the SAP Action Step Bank for EL progress	Sept-June, ongoing	Admin, All Classroom Teachers, Reading Specialist,	Principal & APs will support with MTSS, ELA, 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. Building teacher capacity with student-centered coaching cycles and observation cycle** **2. Train and implement Sonday intervention** **3. Structured literacy small group planning with co-teaching structures** **4. Applying the VLA learning to planning at quarterly long range planning and weekly CLT meetings** **5. UFLI Interventions training and implementation fidelity check ins** **6. Professional learning and implementation of comprehension building practices utilizing writing abut text (Writing Revolution).**	1. Sept- June 2026 (Observations February - April) 2. October-June 2026 (PD March- June) 3. March-June 2026 4. Sept-June 2026 5. Sept-June 2026 6. Sept-June 2026	Admin, All Classroom Teachers, Reading Specialist,	Principal & APs will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	1. Summer Institute for SDI, Quarterly planning 2. Sonday PD and kits 3. compenstation after contract hours 4. Quarterly planning 5. UFLI. materials and mauals 6. Writing Revolution Kits	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- NWEA 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]	**School level-** NWEA VALLSS **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	**School level** DIBELS VALLSS **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**
1. co-teaching and SDI walkthrough form 2. UFLI fidelity checklist 3. 95% feedback form 4. CLT agenda for co-planning and instructional small groups 5. Progress monitoring and assessment trackers for unit assessments and interventions	1. co-teaching and SDI walkthrough form 2. UFLI fidelity checklist 3. 95% feedback form 4. CLT agenda for co-planning and instructional small groups 5. Progress monitoring and assessment trackers for unit assessments and interventions	1. co-teaching and SDI walkthrough form 2. UFLI fidelity checklist 3. 95% feedback form 4. CLT agenda for co-planning and instructional small groups 5. Progress monitoring and assessment trackers for unit assessments and interventions	1. co-teaching and SDI walkthrough form 2. UFLI fidelity checklist 3. 95% feedback form 4. CLT agenda for co-planning and instructional small groups 5. Progress monitoring and assessment trackers for unit assessments and interventions

Goal #3	Science - Opportunity 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	**Spring 2025 - SOL - Science** **All Students**- Pass 77% **Asian**- Pass 71% **Black**- Pass 84% **Multiple Races**- Pass 100% **White**- Pass 93% **Hispanic** - Pass 56% **EL 1-4**- Pass 27% **SWD** - Pass 43 **Econ. Disadv** - Pass 65%	**Identify if goal is required based on state or federal requirements, or other guidelines**	
3 Year Performance Goal			
By June 2028, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: **Hispanic -** Increase pass rate from 67% to at least 70%, reducing the gap from 14% to 13% **EL - 1-4** Increase the pass rate from 55% to at least 67% reducing the gap from 26% to 21% **SWD -** Increase the pass rate from 62% to at least 65% reducing the gap from 19% to 18% **Econ. Disadv. -** Increase the pass rate from 72%to 74% reducing the gap from 9% to 9%			
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:** **Hispanic** - Increase pass rate from 67% to at least 70%, reducing the gap from 7% to 7 % **EL** - 1-4 Increase the pass rate from 27% to at least 44% reducing the gap from 50% to 35% **SWD** - Increase the pass rate from 43% to at least 54% reducing the gap from 34% to 25% **Econ. Disadv**. - Increase the pass rate from 65%to 69% reducing the gap from 12% to 11%		

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:** **Hispanic -** Increase pass rate from 64% to at least 67%, reducing the gap from 16% to 15% **EL -** 1-4 Increase the pass rate from 44% to at least 55% reducing the gap from 35% to 27% **SWD -** Increase the pass rate from 54% to at least 62% reducing the gap from 25% to 20% **Econ. Disadv. -** Increase the pass rate from 69%to 32% reducing the gap from 10% to 10%
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: Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 14% to 13% EL - 1-4 Increase the pass rate from 55% to at least 67% reducing the gap from 26% to 21% SWD - Increase the pass rate from 62% to at least 65% reducing the gap from 19% to 18% Econ. Disadv. - Increase the pass rate from 72%to 74% reducing the gap from 9% to 9%
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-1.5-Increase opportunities for students to engage in learning activities that are not completed on devices with a focus on balancing authentic use of technology with hands-on activities - all focused on engaging students in authentic tasks with real-world connections.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement VDOE science standards using STEMscopes resources (STEMscopedia, lab kits, visual vocabulary) and APS curriculum documents to ensure students receive hands-on learning experiences using the 5E model. * Increase accessibility by assigning and utelizing the online STEMscopes platform. * Facilitate weekly Science CLTs (4th adn 5th grade only) * Allocate minimum science instruction time (K-3; 4-5 in PIP) to align with curriculum pacing guides and standards-based grading. * Increase visibility of science vocabulary * Administer consistent utiliation of unit and benchmark assessments for Grades 3-5	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Use benchmark assessments data to plan for re-teach and spiral review * Grade 5 establish a spiral review on grade 4 standards based upon SOL data	Sept-June, Ongoing	Admin, All Staff	
Tier 3 *Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) Curriculum documents and STEMscopes training 2) Collaboration with ITC and Academic Academic Coach on question stems to engage students the sceintific process with science office teacher specialist.	1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.4-Science SOLs	**Strategic Plan Key Performance Indicators**	KPI-SAGS-1.5-% of students passing the Science SOL
Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **Teacher/CLT/Grade** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	**School wide** Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **Teacher/CLT/Grade** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	**School wide** Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **Teacher/CLT/Grade** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	**School wide** Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **Teacher/CLT/Grade** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #4	Student Well-Being - Inclusion		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
Baseline Data	2022-23 (EOY) - 63% of SWD are spending 80% of school day in Gen. Ed setting 2023-2024 (EOY) - 76% of SWD are spending 80% of school day in Gen. Ed setting 2024-2025 (EOY) - 81% of SWD are spending 80% of school day in Gen. Ed setting	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By June 2028, at least 87% of SWD will spend 80% or more of school day in general education setting.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 83% of SWD will spend 80% or more of school day in general education setting.
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 85% of SWD will spend 80% or more of school day in general education setting.
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 87% of SWD will spend 80% or more of school day in general education setting.
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**
* Increase co-taught models across all grades- Master Schedules and Class Groupings to maximize inclusion opportunities. (This inlcudes Sped and EL)	Sept-February	Grade level leads, SSC, Admin,all teachers	Principal and leadership team will review LRE data, Staff Agendas, Lead teacher meetings
Ensure all SPED teachers have time to co-plan with general education teachers - CLT agenda- co-teaching models and planning outlines	Sept- June	Coaches, admin, classroom teachers	
Identify one grade level to go student by student to determine if they could be successfully support in a co-taught class rather than a SC class. Participation in the Maryland Coiliation of Inclusion Co-hort - 3 years	August-Sept	Classroom teacher, Admin, Counselors	

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	**Strategic Plan Key Performance Indicators**	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
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)**
LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard

Goal #5	Student Well-Being: Social, Emotional, Mental Health		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	**2025 - YVM** 78% of students responded favorably to the topic: Student Well-Being: Social, Emotional, Mental Health	**Identify if goal is required based on state or federal requirements, or other guidelines**	
3 Year Performance Goal			
On the 2028 YVM survey, at least 80% of students who SWD and EL will respond favorably to the topic: Student Well-Being: Social, Emotional, Mental Health			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the YVM (aggregated for all grade levels) will be reduced by the following tiered goal: EL - Increase pass rate from 66% to at least 73% in favorable response SWD - Increase pass rate from 62% to 70% in favorable response		
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the YVM (aggregated for all grade levels) will be reduced by the following tiered goal: EL - Increase pass rate from 73% to at least 76% in favorable response SWD - Increase pass rate from 70% to 75% in favorable response		
Annual Performance Goal Year 3 (2027-28)	On the 2028 YVM survey, at least 80% of students who SWD and EL will respond favorably to the topic: Student Well-Being: Social, Emotional, Mental Health		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SCW-1.2-Develop and implement a competency-based professional learning and evaluation framework with all staff members aligned to achieve the division's strategic priorities and objectives.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SCW-1.4-Develop a communications plan to inform teachers and staff about the variety of professional learning opportunities available, including self-selected options.		

Action Steps			
Action Steps	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**
Tier 1- Responsive classroom; Second step lessons, Zones of Regulation	Sept- June, ongoing	All Staff	Principal will monitor through observation and weekly meetings in our SEL mental health team
Tier 2: Small SEL groups with curricular resources, attendance breakfast kickoff with families at risk, and SEL groups for our SWD	Sept- June, ongoing	All staff	

Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	**Strategic Plan Key Performance Indicators**	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th
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 reviews during our Leadership meetings	SEL surveys and attendance reports	Monthly reviews during our Leadership meetings	YVM survey 2025, 2026, 2027