Hoffman-Boston - School Action Plan - 2025-2026 to 2027-28
Principal: Helena Payne Chauvenet

Goal #1	Math - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2025 All - 68% Black - 65% Hispanic - 48% EL - 58% SWD - 23% Econ. Disadv. - 67%	**School Performance & Support Alignment** *(Select indicator that the goal addresses)*	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:

Black - Increase pass rate from 72% to at least 74%
Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 10% to 9%
EL - Increase pass rate from 68% to at least 71%, reducing the gap from 6% to 5%
SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 21% to 16% (Year 1 - Identified in SY 2024-2025)
Econ. Disadv. - Increase pass rate from 73% to at least 76%

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: Black - Increase pass rate from 65% to at least 69% Hispanic - Increase pass rate from 48% to at least 57%, reducing the gap from 20 % to 14% EL - Increase pass rate from 58% to at least 65%, reducing the gap from 10% to 7% **SWD - Increase pass rate from 23% to at least 42%, reducing the gap from 45% to 30%** Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 1%
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: Black - Increase pass rate from 71% to at least 74% Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 14% to 10% EL - Increase pass rate from 65% to at least 68% **SWD - Increase pass rate from 42% to at least 53%, reducing the gap from 29% to 21%** Econ. Disadv. - Increase pass rate from 70% to at least 73%
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: Black - Increase pass rate from 72% to at least 74% Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 10% to 9% EL - Increase pass rate from 68% to at least 71%, reducing the gap from 6% to 5% **SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 21% to 16%** Econ. Disadv. - Increase pass rate from 73% to at least 76%

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

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Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades: (Tier 1 - Strong Evidence)
-Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas.
https://ies.ed.gov/ncee/WWC/PracticeGuide/26

In discussions with our school leadership team, we noted that more time was needed in our master schedule for this school year to provide additional math intervention to students. We have adopted a systematic intervention approach to support students who are falling behind in math instruction. For the students in the 1st-10th percentile as measured on the NWEA-MAP test, they receive daily math intervention using a program that builds concrete and semi-concrete understanding. Our needs assessments have revealed the need to also support concrete and semi-concrete representation along with guided instruction for word problems in the Tier 1 setting.

Systematic instruction involves explicitly and intentionally teaching mathematical concepts in a structured sequence. Lessons are carefully planned, skills are modeled step by step, and practice opportunities are guided to help students build understanding and accuracy over time.

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

Systematic intervention will provide more time for students to master prerequisite skills and to practice grade-level skills. This will lead to greater mastery of grade-level skills. Students who are at risk in Math who scored in "below basic" will advance to at least "basic" performance range and the overall % pass of students passing the end of year Math SOL will also increase

Strategic Plan Strategies

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

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 Mathematics curriculum and VDOE math standards utilizing county provided curriculum and curricular resources. * EL and SpEd teachers collaborate with the math coach/specialists and participate in CLTs to engage in co-teaching models and support instruction. * Teachers will use math workshop structures and student-centered strategies within each unit with focus on whole-small-whole and small groups and learning stations. * All students will have weekly small group instruction. Targeted groups are differentiated to meet each students' needs.	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists	Walkthroughs: Administrators, coaches, APS Progress monitoring: Tier 2 and Tier 3 Benchmark and diagnostic data (NWEA, VKRP) Mastery Connect		
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. Master schedule updates to increase time for small-group math support.** **2. Ongoing planning to support data analysis and flexible grouping in the math CLT** **3. Additional teacher planning time for long-range unit planning, implementation of EBI's and co-teaching for inclusive practices and specially designed instruction**	n/a	ESSA Tier 1: Strong Evidence	1. July-Aug 2. Sept-June 3. Feb-June	Administrators, Math coach/interventionist, Classroom teachers, EL, SpEd teachers	1. Master schedule 2. CLT agendas and notes 3. Planning calendar and agenda	Cost for teacher planning time outside of contractual time	SIG Grant

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Tier 2 *Implement additional targeted small group 2-5x weekly using research-based programs/strategies and documented progress monitoring (Ex: Bridges curriculum, Zearn via assigned lessons) *Collaborative planning including math interventionists 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 have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, etc.) to aid comprehensible input and recall. *Provide family engagement opportunities to learn about math strategies (parent coffee/evening events, classroom communications, etc.)	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists			
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. Review data to create flexible groups for Tier 2 math intervention.** **2. Utilize supplemental resources to support targeted instruction (IXL, Bridges, Reflex, Zearn, manipulatives).** **3. Monitor growth and mastery in formative checks for understanding and common assessments and screeners.** **4. Provide family engagement in-school opportunity to discuss math strategies.**	2	ESSA Tier 1: Strong Evidence	1. Sept-June 2. Sept-June 3. Sept-June 4. March-April	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists	1-3. Walkthroughs 4. Purchase order	Cost for materials	SIG Grant
Tier 3 * In addition to Tier 1 math instruction, intensive one-on-one or smaller groups meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges Intervention, AVMR) * 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.	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists			
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. Utilize Bridges and supplemental math resources to support students in daily small group intervention.** **2. Monitor intervention progress for Tier 3 interventions in math plans.** **3. Provide AVMR training to provide additional resources for teaching mathematic concepts.** **4. Provide take-home math manipulative kits to supplement practice at home.**	3	ESSA Tier 1: Strong Evidence	1. Sept-June 2. Nov-June 3. Feb-June	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists	1. Walkthroughs 2. Progress monitoring in math p 3. Training participant list	Cost for materials and AVMR training	SIG Grant
Professional Learning: *Implement CLTs to support planning, coaching, and data analysis. This will include support with the new standards, math workshop structures, language acquisition support, and targeted small group instruction. *Provide training to teachers on interventions. *Introduce IXL as a new blended learning tool.	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Administrators, Math Coach/Specialists	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles		
Professional Learning - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement (BOLD & NUMBER each action step) **1. AVMR Training for upper grades and remaining lower grades teachers** **2. Planning days led by math coach/interventionists to support teachers with math instructional plans to utilize EBI's and leverage co-teaching to provide specially designed instruction and inclusive practices.**	2	ESSA Tier 1: Strong Evidence	1. Feb 2. Feb-June	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists	1-2. Training participant list and agenda	Cost for materials and AVMR training	SIG Grant
Progress Monitoring							

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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) -Progress Monitoring Data from Interventions	**Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	**School level-** NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

Evidence of Implementation (MP1)	Evidence of Implementation (MP2)	Evidence of Implementation (MP3)	Evidence of Implementation (MP4)
Administrators and coaches will conduct at least quarterly walkthroughs to monitor instruction with a focus on the implementation of EBIs in math instruction to include systematic instruction during math intervention. The leadership team will also monitor CLT agendas to review planning discussions and data analysis of Tier 1 assessment results and Tier 2-3 progress monitoring.	Administrators and coaches will conduct at least quarterly walkthroughs to monitor instruction with a focus on the implementation of EBIs in math instruction to include systematic instruction during math intervention. The leadership team will also monitor CLT agendas to review planning discussions and data analysis of Tier 1 assessment results and Tier 2-3 progress monitoring.	Administrators and coaches will conduct at least quarterly walkthroughs to monitor instruction with a focus on the implementation of EBIs in math instruction to include systematic instruction during math intervention. The leadership team will also monitor CLT agendas to review planning discussions and data analysis of Tier 1 assessment results and Tier 2-3 progress monitoring.	Administrators and coaches will conduct at least quarterly walkthroughs to monitor instruction with a focus on the implementation of EBIs in math instruction to include systematic instruction during math intervention. The leadership team will also monitor CLT agendas to review planning discussions and data analysis of Tier 1 assessment results and Tier 2-3 progress monitoring.

Goal #2	Reading - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	**Spring 2025 - SOL** All - Pass 67% Black - Pass 71% Hispanic - Pass 47% (opp. gap 20%) EL - Pass 46% (opp. gap 21%) SWD - Pass 30% (opp. gap 37%) Econ. Disadv - Pass 63% (opp. gap 4%)	**School Performance & Support Alignment** *(Select indicator that the goal addresses)*	Reading Mastery

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3 Year Performance Goal

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

Black - Increase pass rate from 77% to at least 79%
Hispanic - Increase pass rate from 64% to at least 67%
EL - Increase pass rate from 63% to at least 67%, reducing the gap from 10% to 9%
SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 17% to 13% (1st year of identification for targeted support and improvement based on SY 2024-2025 data)
Econ. Disadv. - Increase pass rate from 70% to at least 73%

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: Black - Increase pass rate from 71% to at least 74% Hispanic - Increase pass rate from 47% to at least 57%, reducing the gap from 20% to 14% EL - Increase pass rate from 46% to at least 56%, reducing the gap from 21% to 14% **SWD - Increase pass rate from 30% to at least 46%, reducing the gap from 37% to 25%** Econ. Disadv. - Increase pass rate from 63% to at least 67%
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: Black - Increase pass rate from 74% to at least 77% Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 13% to 10% EL - Increase pass rate from 56% to at least 63%, reducing the gap from 14% to 10% **SWD - Increase pass rate from 46% to at least 56%, reducing the gap from 24% to 17%** Econ. Disadv. - Increase pass rate from 67% to at least 70%
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: Black - Increase pass rate from 77% to at least 79% Hispanic - Increase pass rate from 64% to at least 67% EL - Increase pass rate from 63% to at least 67%, reducing the gap from 10% to 9% **SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 17% to 13%** Econ. Disadv. - Increase pass rate from 70% to at least 73%

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. (Tier 1 - Strong Evidence) - include link
This strategy was chosen because our needs assessment revealed that our students need more practice in foundational skills and our teachers need more time to focus on planning to incorporate instruction that effectively supports decoding leveraging co-teachers in the whole group setting and differentiated practices in the small group setting. This intervention focuses on teaching students to decode words, analyze word parts (such as prefixes, suffixes, and roots), and write and recognize words. Explicit instruction strengthens students' ability to accurately read and spell words, supporting overall literacy development. https://ies.ed.gov/ncee/WWC/PracticeGuide/21

Gr. 4-5 - Build students' decoding skills so they can read complex multisyllabic words. (Tier 1 - Strong Evidence) - include link
This intervention was chosen because our students in upper grades will need to apply decoding skills to multisyllabic words and be able to comprehend a range of texts. Instruction is designed to systematically build students' decoding skills so students can read complex multisyllabic words. Students learn strategies for breaking words into manageable parts, improving accuracy, fluency, and confidence when reading advanced texts. https://ies.ed.gov/ncee/WWC/PracticeGuide/29

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

As students build decoding skills in primary grades, they will have the skills that will support reading multisyllabic words and more complex texts. We will see this in increase ability to segment and blend words. At the upper grade levels, reading multisyllabic words and understanding word parts will support both vocabulary and comprehension to improve students ability to make sense of the text as demonstrated on both formative and assessments. Students who are at risk in Reading who scored in "below basic" will advance to at least "basic" performance range and the overall % pass of students passing the end of year Reading SOL will also increase

Strategic Plan Strategies

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

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation	Cost Elements (Resources needed)	Funding Source
Tier 1: * Implement systematic core phonics in K-3 with fidelity (95 Core Phonics) * Implement CKLA in K-5 for language comprehension and VDOE ELA standards * Small group literacy instruction provided by classroom teachers * Establish positive and engaging classroom culture to promote belonging and students seeing themselves as readers and writers. * Classroom teachers co-plan with special education teachers and EL teachers to support inclusive practices.	n/a	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists	Walkthroughs: Administrators, coaches, APS Progress monitoring: Tier 2 and Tier 3 Mastery Connect Benchmark and diagnostic data (VALLSS, Lexia data)		
Tier 1 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1. Daily implementation of K-3 phonics instruction and K-5 interventions (UFLI, Sonday) to include decoding and morphology support for 4-5 students who are struggling readers.** **2. Regular application of reading skills in Tier 1 complex text and decodables.** **3. Explicit teaching of comprehension skills in Tier 1 instruction.** **4. Additional teacher planning time for long-range unit planning, implementation of EBI's and co-teaching for inclusive practices and specially designed instruction**		ESSA Tier 1: Strong Evidence	1. Aug-June 2. Aug-June 3. Aug-June 4. Feb-June	Administrators, Classroom Teachers, Reading Coach/Specialists	1-3. Walkthroughs 4. Planning schedule, agenda, and participant list	Funds to cover cost of substitutes for teacher release time	SIG Grant
Tier 2: * Implement recommended usage for structured literacy resources at students level * Implement additional language acquisition strategies to support EL students * Conduct needs-based small groups for targeted support from classroom teachers and specialists/interventionists to include UFLI, Lexia, or other resources * Provide family engagement opportunities to learn about ELA topics and promote literacy (parent coffee, classroom communications, family reading events, etc.)	n/a	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists			
Tier 2 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1. Review data to create flexible groups for Tier 2 reading intervention.** **2. Implement small group instruction to support students needing more support with decoding skills.** **2. Provide explicit instruction on decoding and comprehension strategies.** **3. Utilize supplemental resources to support targeted instruction (Lexia, UFLI, manipulatives).** **4. Monitor growth and mastery in formative checks for understanding and common assessments and screeners.** **5. Provide family engagement in-school opportunity to discuss reading strategies.**		ESSA Tier 1: Strong Evidence	1. Sept-June 2. Sept-June 3. Feb-June	Classroom Teachers, Reading Coach/Specialists, EL teachers, special education teachers	1-2. Walkthroughs, intervention schedules 3- Coaches and administration will help select and review resources planned to be used with families ~~3. Purchase order~~	Funds to cover cost of decodables and literacy materials	SIG Grant
Tier 3: * Multisensory decoding/encoding lessons; repeated opportunities for practice * Intensive support for small groups with increased frequency (4-5x/week) to include support from EL teachers, Special Education, and reading interventionists * Use of targeted interventions to include UFLI and Sonday	n/a	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists			

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Tier 3 - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1. Implementing co-teaching models to support small group structures that provide repeated practice for decoding and comprehension** **2. Provide targeted strategies for decoding and comprehension practice in Tier 3 groups** **3. Monitor progress of Tier 3 interventions in student reading plans.** **4. Provide take-home decodables and literacy resources for targeted family engagement.**		ESSA Tier 1: Strong Evidence	1. Sept.-June 2. Sept.-June 3. Nov.-June	Classroom Teachers, Reading Coach/Specialists, EL teachers, special education teachers	1-2. Walkthroughs 3. Progress monitoring in reading plan	N/A	
Professional Development VLP training for new teachers Providing BOY training: VDOE standards, VALLSS 4-8 Train teachers in interventions, including UFLI and Sonday Implement CLTs to support planning, coaching, and data analysis. This will include support with the new standards, the VLP, language acquisition, and needs-based small groups.	n/a	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists			
Professional Learning - Prioritized action steps to support implementation of EBI's for student groups Identified for Targeted Support & Improvement **1. Planning days led by reading specialist/interventionists to support teachers with ELA instructional plans to utilize EBI's and leverage co-teaching to provide specially designed instruction and inclusive practices.** **2. Teacher training to support specially designed instruction** **3. Coaching in providing evidence based interventions for interventionists (UFLI, Sonday System)**		ESSA Tier 1: Strong Evidence	1. Feb-June 2. June	Administrators, Classroom Teachers, Reading Coach/Specialists, EL teachers, special education teachers	1. Planning schedule, agenda and participant list 2. Training schedule, agenda, and participant list	Cost of substitutes, cost of training fee	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 VALLSS **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Lexia	**Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Lexia	**School level-** NWEA VALLSS **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Lexia	Walkthroughs: Administrators, coaches, APS Progress monitoring: Tier 2 and Tier 3 Mastery Connect Benchmark and diagnostic data (VALLSS, Lexia data)
Evidence of Implementation (MP1)	**Evidence of Implementation (MP2)**	**Evidence of Implementation (MP3)**	**Evidence of Implementation (MP4)**

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School leadership team to review all CLT agendas to ensure that there is explicit planning to provide systematic instruction during intervention to develop students' students' understanding of foundational literacy skills. Administrators and coaches will conduct walkthroughs to monitor instruction.	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 at least quarterly walkthroughs to monitor implementation of the EBIs with a focus on the accelerated phonics plan in grades K-1 and Tier 2 and 3 interventions in grades 4-5. 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 at least quarterly walkthroughs to monitor implementation of the EBIs with a focus on the accelerated phonics plan in grades K-1 and Tier 2 and 3 interventions in grades 4-5. 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 at least quarterly walkthroughs to monitor implementation of the EBIs with a focus on the accelerated phonics plan in grades K-1 and Tier 2 and 3 interventions in grades 4-5. Biweekly review of progress monitoring tracking document for all students receiving Tier 3 intervention.

Goal #3	Science - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	**Spring 2025 - SOL** All - Pass 63% Asian - Pass 50% (opp. gap 13%) Black - Pass 63% (opp. gap 0%) Hispanic - Pass 38% (opp. gap 25%) EL - Pass 32% (opp. gap 31%) SWD - Pass 13% (opp. gap 50%) Econ. Disadv - Pass 49% (opp. gap 14%)	**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: Asian - Increase pass rate from 65% to at least 69% reducing the gap from 5% to 4% Black - Increase pass rate from 70% to 73% Hispanic - Increase pass rate from 59% to at least 65% reducing the gap from 11% to 8% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 13% to 10% **SWD - Increase pass rate from 50% to at least 58% reducing the gap from 20% to 15% (Identified in 2025-2026)** Econ. Disadv. - Increase pass rate from 65% to at least 68%		
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:** Asian - Increase pass rate from 50% to at least 59% reducing the gap from 13% to 8% Black - Increase pass rate from 63% to at least 67% Hispanic - Increase pass rate from 38% to at least 51% reducing the gap from 25% to 16% EL - Increase pass rate from 32% to at least 47%, reducing the gap from 31% to 20% **SWD - Increase pass rate from 13% to at least 36% reducing the gap from 50% to 30%** Econ. Disadv. - Increase pass rate from 49% to at least 58% reducing the gap from 14% to 9%		

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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:** Asian - Increase pass rate from 59% to at least 65% reducing the gap from 8% to 5% Black - Increase pass rate from 67% to 70% Hispanic - Increase pass rate from 51% to at least 59% reducing the gap from 16% to 11% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 20% to 13% **SWD - Increase pass rate from 36% to at least 50% reducing the gap from 31% to 20%** Econ. Disadv. - Increase pass rate from 58% to at least 65% reducing the gap from 9% to 5%
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:** Asian - Increase pass rate from 65% to at least 69% reducing the gap from 5% to 4% Black - Increase pass rate from 70% to 73% Hispanic - Increase pass rate from 59% to at least 65% reducing the gap from 11% to 8% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 13% to 10% **SWD - Increase pass rate from 50% to at least 58% reducing the gap from 20% to 15%** Econ. Disadv. - Increase pass rate from 65% to at least 68%

Strategic Plan Strategies

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

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement science curriculum using district-wide adopted resources and pacing guides. * Complete 3rd grade science performance assessments (matter and soil), as required by VDOE. * Establish positive and engaging classroom culture to promote belonging and students seeing themselves as scientists. * Classroom teachers co-plan with special education teachers and EL teachers to support inclusive practices.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs. Benchmark and diagnostic data (STEMScopes and APS science assessments)
Tier 2 * Complete unit benchmark assessments (3-5) and K-2 formative assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Implement weekly science CLTs for 4th and 5th grade and monthly science CLTs K-3rd * Provide family engagement opportunities to learn about science topics (Science Night, classroom communications, etc.)	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
Tier 3 Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
Professional Learning: Training for new teachers, CLTs to support: implementation of STEMScopes, curriculum resources, planning instruction aligned to the SOLs, reviewing student data to plan for reteaching	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	

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)**

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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	Inclusion		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.		
Baseline Data	2024-25 (EOY)- 69% 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 79% 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 73% 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 76% 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 79% of SWD will spend 80% or more of school day in general education setting.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.
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
Grade level teams will implement co-teaching models and professional learning opportunities to support implementation.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Lessons will be targeted to include specially designed instruction that is aligned to students' IEP goals, accomodations, and other areas of need.	n/a	ESSA Tier 2: Moderate Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	

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Develop and implement academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	Benchmark and diagnostic growth data (VALLSS, NWEA, VGA, VKRP, etc.) with disaggregated data for students with disabilities
Professional Learning: Teachers will work with special educators during CLTs to plan for differentiated lessons with the support of coaches. The special education team will meet monthly to participate in professional learning to support the IEP process and the UDL (universal design for learning) framework. Teachers will work with grade level teams, coaches, and specialists to support co-teaching implementation. Teachers will build their understanding of specially designed instruction and implementation.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	IEP goals, progress reports, observation/student data

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	Chronic Absenteeism		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
Baseline Data	2024-2025: 12.6% of students were chronically absent	**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 9%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, chronic absenteeism will be reduced to at least 11.4%
Annual Performance Goal Year 2 (2026-27)	By June 2027, chronic absenteeism will be reduced to at least 10%
Annual Performance Goal Year 3 (2027-28)	By June 2028, chronic absenteeism will be reduced to at least 9%

Strategic Plan Strategies

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Strategic Plan Strategies- PRIMARY	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.
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
Hold weekly/bi-weekly meetings for school based attendance team to review data and plan action steps to support students and families; expand attendance team to include bilingual family specialist for additional family outreach support	n/a	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will monitor through observations, gathering participant feedback, FACE checklists, YVM Survey
Create a culture of positive attendance to include celebrations, class and/or grade competitions, and reinforcements for students and families	n/a	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will monitor by reviewing communication artifacts from ParentSquare, staff use of ParentSquare, participant feedback, YVM Survey
Provide ongoing family communication about attendance policies and supports in regular communications.	n/a	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will ensure parent/family sessions are conducted and holding check-in/planning meetings with staff involved.
Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in the chronic absenteeism data (family attendance meetings, workshops, teacher involvement, incentives)	n/a	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, ITC	Principal & AP will monitor through check-ins with ITC and staff sign-in sheets
Connect families to resources that address barriers (ie mental health support, AFAC, Clothesline, McKinney-Vento, etc)	n/a	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, ITC	Principal & AP will monitor through check-ins with ITC and staff sign-in sheets
Professional Development: Consistent schoolwide attendance expectations and interventions, using resources from AttendanceWorks, etc.	n/a	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will ensure parent/family sessions are conducted and holding check-in/planning meetings with staff involved

Progress Monitoring

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

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)
Chronic Absenteeism rate on dashboard	Chronic Absenteeism rate on dashboard	Chronic Absenteeism rate on dashboard	Chronic Absenteeism rate on dashboard