5V]b[Xcb! GW\cc` 5Wh]cb D`Ub ! &$&'!&(hc &$&)!&* Df]bW]dU`. 8Uj]X <cfU_		
; cU` ˛%	Math - Opportunity Gaps - SOL	
GhfUhY[]W D`Ub ; cU` 5fYU	Student Success	
GhfUhY[]W D`Ub DYfZcfaUbWY CV^YWh]jYg	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	
6UgY`]bY 8UhU	Spring 2023 - Math SOL All: 63% Black - Pass 38% (gap 25%) Hispanic - Pass 40% (gap 23%) EL - Pass 42% (gap 21%) SWD - Pass 24% (gap 39%) Econ. Disadv - Pass 48% (gap 15%)	=XYbh]Zm]Z [cU` ]g fYe i]fYX VUgYX cb ghUhY cf ZYXYfU` fYe i]fYa Ybhgż cf ch\Yf [i]XY`]bYg

' MYUf DYfZcfaUbWY ; cU`

MATH SOL
By 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
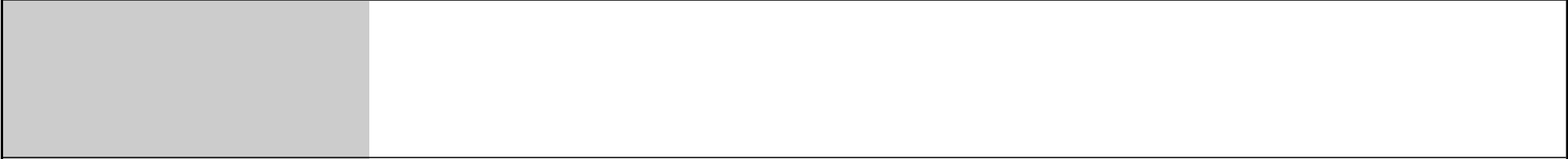
Black - Increase pass rate from 38% to at least 65%, reducing the gap from 25% to 10%
Hispanic - Increase pass rate from 40% to at least 65%, reducing the gap from 23% to 11%
EL - Increase pass rate from 42% to at least 64%, reducing the gap from 21% to 12%
SWD - Increase pass rate from 24% to at least 60%, reducing the gap from 39% to 16%
Econ. Disadv. - Increase pass rate from 48% to at least 69%, reducing the gap from 15% to 7%

5bbiU` DYfZcfaUbWY ;cU` MYUf '&$&)!&*Ł	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 59% to at least 65%, reducing the gap from 14% to 10% Hispanic - Increase pass rate from 61% to at least 65%, reducing the gap from 12% to 11% EL - Increase pass rate from 60% to at least 64%, reducing the gap from 13% to 12% SWD - Increase pass rate from 52% to at least 60%, reducing the gap from 21% to 16% Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 8% to 7%

GhfUhY[]W D`Ub GhfUhY[]Yg

GhfUhY[]W D`Ub GhfUhY[]Yg! DF=A5FM	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
GhfUhY[]W D`Ub GhfUhY[]Yg! 588=H=CB5@ flCDH=CB5@ !	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

5Wh]cb GhYdg

5Wh]cb GhYdg	H]h`Y = GW\cc`k]XY 7cadcbYbh fl%!(Ł	9GG5 9j]XYbWY H]Yf fl%!(Ł	H]aY`]bY	FYgdcbg]V`Y / 5WWcibhUV`Y	Acb]hcf]b[Zcf =ad`YaYbhUh]cb
"Tier 1 *Use reflection in math workshop to highlight mathematical identities and provide opportunities for student inclusion * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures.	1	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
"Tier 2 Targeted In-Class Instruction * Targeted groups during workshop are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. *Additional targeted small group instruction 2-5x weekly using research based programs/strategies, progress monitored and documented for students 1-2 years below grade level (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards) to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs 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."	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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"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, Math Recovery® by trained Math Recovery teacher, Kathy Richardson) * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interve　　　　to　up or　station)					

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5V]b[Xcb! GW\cc` 5Wh]cb D`Ub ! &$&'!&(hc &$&)!&* Df]bW]dU`. 8Uj]X <cfU_					
"Tier 1:					

5V]b[Xcb! GW\cc` 5Wh]cb D`Ub ! &$&'!&(hc &$&)!&*
Df]bW]dU`. 8Uj]X <cfU_

GhfUhY[]W D`Ub ;cU` 5fYU	Student Well-Being
GhfUhY[]W D`Ub DYfZcfaUbWY CV^YWh]jYg	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.

6UgY`]bY 8UhU	21.12% of students were chronically absent in 2022-23	=XYbh]Zm]Z [cU` ]g fYei]fYX VUgYX cb ghUhY cf ZYXYfU` fYei]fYaYbhg cf ch\Yf [i]XY`]bYg	Level 2 for VDOE School Quality Indicator Chronic Absenteeism

' MYUf DYfZcfaUbWY ;cU`

By 2026, less than 15% of students will be chronically absent

5bbiU` DYfZcfaUbWY ;cU`g

5bbiU` DYfZcfaUbWY ;cU` MYUf %fl&$&'!&(ł	By June 2024, less than 19% of students will be chronically absent
5bbiU` DYfZcfaUbWY ;cU` MYUf &fl&$&(!&)ł	By June 2025, less than 17% of students will be chronically absent
5bbiU` DYfZcfaUbWY ;cU` MYUf 'fl&$&)!&*ł	By June 2026, less than 15% of students will be chronically absent

GhfUhY[]W D`Ub GhfUhY[]Yg

GhfUhY[]W D`Ub GhfUhY[]Yg! DF=A5FM	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.
GhfUhY[]W D`Ub GhfUhY[]Yg! 588=H=CB5@ flCDH=CB5@!	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.

5Wh]cb GhYdg

5Wh]cb GhYdg	H]h`Y = GW\cc`k]XY 7cadcbYbh fl%!(ł	9GG5 9j]XYbWY H]Yf fl%!(ł	H]aY`]bY	FYgdcbg]V`Y / 5WWcibhUV`Y	Acb]hcf]b[Zcf =ad`YaYbhUh]cb
Use of Parent Square as an outreach to parents in their language, including bi-weekly parent attencance newsletters.	4	4	Sept-June	Principal and Social Worker	Administrative team with work with Social worker to ensure that attendance letters and ParentSquare communications are being sent in multiple languages
School-wide attendance assemblies that focus on goal setting, the importance of being on time and recognizing students.	3	3	Sept-June	Counselors and Social Worker	ADministrative team will work with Mental Health Team to arrange assemblies with all appropirate staff attending
Fully implementing Responsive Classroom Morning Meetings and Second Step curriuclum. Bringing parents in for a sample Morning Meeting to see the impact on their students	3	3	Sept-June	Behavior Specialist	RC Morning Meeting walkthroughs completed by Admin team twice a year
Regular attendance meetings between admin, social worker and attendance clerk with followups and attendance plans	1	3	Sept-June	Administration and Social Worker	Bi-weekly attendance meeting agendas

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GhfUhY[]W D`Ub AYUgifYg fl8fcdXckbㄴ! Hc XYhYfa]bY ]Z [cU` kUg UW\]YjYX	M-SS-14- Attendance	FYgi`hg cZ Dfc[fYgg fl9bX cZ MYUfㄹ	Attendance Data
9j]XYbWY cZ Dfc[fYgg ｈckUfX 5bbiU` ;cU` flAD%ㄴ	9j]XYbWY cZ Dfc[fYgg ｈckUfX 5bbiU` ;cU` flAD&ㄴ	9j]XYbWY cZ Dfc[fYgg ｈckUfX 5bbiU` ;cU` flAD'ㄴ	9j]XYbWY cZ Dfc[fYgg ｈckUfX 5bbiU` ;cU` flAD(ㄴ
Attendance Data	Attendance Data	Attendance Data	Attendance Data

;cU` ˌ(	Partnerships	
GhfUhY[]W D`Ub ;cU` 5fYU	Partnerships	
GhfUhY[]W D`Ub DYfZcfaUbWY CV^YWh]jYg	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	
6UgY`]bY 8UhU	2022- YVM - % Favorable response Someone at school to go to 86% Learning opportunities for child's academic achievement 90% Supportive is need help asking for needs 89% Learning opportunities about child well-being 79% How well staff communicate with you 74% How well child's teacher is a partner 79%	=XYbh]Zm]Z [cU`g fYei]fYX VUgYX cb ghUhY cf ZYXYfU` fYei]fYaYbhgˌ cf ch\Yf [i]XY`]bYg
' MYUf DYfZcfaUbWY ;cU`		
By June 2026, at least 90% of families will respond favorably on student and family engagement on the Your Voice Matters Survey		
5bbiU` DYfZcfaUbWY ;cU`g		
5bbiU` DYfZcfaUbWY ;cU` MYUf % fl&$&'!&(ㄴ	By June 2024, 88% of families will respond favorably.	
5bbiU` DYfZcfaUbWY ;cU` MYUf & fl&$&(!&)ㄴ	By June 2025, 89% of families will respond favorably.	
5bbiU` DYfZcfaUbWY ;cU` MYUf ' fl&$&)!&*ㄴ	By June 2026 at least 90% of families will respond favorably	
GhfUhY[]W D`Ub GhfUhY[]Yg		
GhfUhY[]W D`Ub GhfUhY[]Yg! DF=A5FM	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	
GhfUhY[]W D`Ub GhfUhY[]Yg! 588=H=CB5@ flCDH=CB5@ㄴ !		
5Wh]cb GhYdg		

5Wh]cb GhYdg	H]h`Y = GW\cc`k]XY 7cadcbYbh fl%!(ł	9GG5 9j]XYbWY H]Yf fl%!(ł	H]aY`]bY	FYgdcbg]V`Y / 5WWcibhUV`Y	Acb]hcf]b[Zcf =ad`YaYbhUh]cb
5Wh]cb %flKY`Wca]b[5`` :Ua]`]Ygł We will work on advocating for every student to develop a personal learning plan, holding student led conferences, and connecting families with resources.	1	ESSA Tier 3: Promising Evidence	September and October	FACE lead and the FACE team	FACE checklist completion reviewed in the FACE meeting
5Wh]cb & fl7caaib]WUh]b[9ZZYWh]jY`mł. * Utilize ParentSquare as a tool to support staff engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.	3	ESSA Tier 3: Promising Evidence	September through June	Administration and FACE team	Administration monitoring ParentSquare usage
5Wh]cb ' flGhiXYbh GiWWYggł. Provide parents with tips and resources to help students learn, and share curriculum and student progress with after school programs	3	ESSA Tier 3: Promising Evidence	Once per quarter through June	FACE lead and the FACE team	Administration meeting with FACE team

Dfc[fYgg Acb]hcf]b[			
GhfUhY[]W D`Ub AYUgifYg fl8fcdXckbł ! Hc XYhYfa]bY ]Z[cc`kUg UW\]YjYX	M-P-3- YVM Family: Engagement	FYgi`hg cZ Dfc[fYgg fl9bX cZ MYUfł	MJA
9j]XYbWY cZ Dfc[fYgg hckUfX 5bbiU` ;cU` flAD%ł	9j]XYbWY cZ Dfc[fYgg hckUfX 5bbiU` ;cU` flAD&ł	9j]XYbWY cZ Dfc[fYgg hckUfX 5bbiU` ;cU` flAD'ł	9j]XYbWY cZ Dfc[fYgg hckUfX 5bbiU` ;cU` flAD(ł
Sign in sheets for PTA and attendance reports from night events. FACE checklist data	MOY survey of parents at PTA meeting in February	Sign in sheets for PTA and attendance reports from night events. FACE checklist data	YVM survey

;cU` ̨)	Science SOL
GhfUhY[]W D`Ub ;cU` 5fYU	Student Success
GhfUhY[]W D`Ub DYfZcfa UbWY CVˆYWh]jYg	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.

5V]b[Xcb! GW\cc` 5Wh]cb D`Ub ! &$&'!&(hc &$&)!&* Df]bW]dU`. 8Uj]X <cfU_		
6UgY`]bY 8UhU	Spring 2023 - SOL Pass % (opp. gap%) Black - 31% (23%) Hispanic - 38% (16%) EL - 25% (29%) SWD - 23% (31%) Econ. Disadv. - 33% (21%)	=XYbh]Zm]Z [cU` ]g fYe i]fYX VUgYX cb ghUhY cf ZYXYfU` fYe i]fYa Ybhgż cf ch\Yf [i]XY`]bYg
' MYUf DYfZcf a UbWY ; cU`		
SCIENCE SOL By 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from (Spr. 2023 pass rate) 31% to at least a 64%, reducing the gap from 23% to 5% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 38% to at least a 65%, reducing the gap from 16% to 3% EL - Increase pass rate from (Spr. 2023 pass rate) 25% to at least a 62%, reducing the gap from 29% to 7% SWD - Increase pass rate from (Spr. 2023 pass rate) 23% to at least a 61%, reducing the gap from 31% to 8% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 33% to at least a 64%, reducing the gap from 21% to 5%		
5bb i U` DYfZcf a UbWY ; cU`g		
5bb i U` DYfZcf a UbWY ; cU` MYUf % fl&$&'!&(Ł	By June 2024, opportunity gaps on the Scienne SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from (Spr. 2023 pass rate) 31% to at least a 46%, reducing the gap from 23% to 15% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 38% to at least a 51%, reducing the gap from 16% to 11% EL - Increase pass rate from (Spr. 2023 pass rate) 25% to at least a 43%, reducing the gap from 29% to 19% SWD - Increase pass rate from (Spr. 2023 pass rate) 23% to at least a 42%, reducing the gap from 31% to 20% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 33% to at least a 48%, reducing the gap from 21% to 14%	
5bb i U` DYfZcf a UbWY ; cU` MYUf & fl&$&(!&)Ł	By June 2025, opportunity gaps on the Scienne SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from (Spr. 2023 pass rate) 46% to at least a 56%, reducing the gap from 16% to 10% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 51% to at least a 59%, reducing the gap from 11% to 6% EL - Increase pass rate from (Spr. 2023 pass rate) 43% to at least a 54%, reducing the gap from 19% to 12% SWD - Increase pass rate from (Spr. 2023 pass rate) 42% to at least a 53%, reducing the gap from 20% to 12% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 48% to at least a 57%, reducing the gap from 14% to 8%	

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9j]XYbWY cZ Dfc[fYgg hckUfX 5bbiU` ;cU` flAD%Ł	**9j]XYbWY cZ Dfc[fYgg hckUfX 5bbiU` ;cU` flAD&Ł**	**9j]XYbWY cZ Dfc[fYgg hckUfX 5bbiU` ;cU` flAD'Ł**	**9j]XYbWY cZ Dfc[fYgg hckUfX 5bbiU` ;cU` flAD(Ł**
GW\cc` k]XY Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **HYUW\Yf#7@H#;fUXY** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	**GW\cc` k]XY** Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **HYUW\Yf#7@H#;fUXY** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	**GW\cc` k]XY** Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **HYUW\Yf#7@H#;fUXY** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	**GW\cc` k]XY** Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] **HYUW\Yf#7@H#;fUXY** -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)