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<p><b>5bb iU\`DYfZcf a UbWY\` ; cU\`          \`MYUf\` \`fi&amp;\$&amp;)\`!&amp;*\`L</b></p>	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 68% to at least a 72%, reducing the gap from 21% to 19%              EL - Increase pass rate from 62% to at least a 66%, reducing the gap from 27% to 24%              SWD - Increase pass rate from 65% to at least a 68%, reducing the gap from 22% to 20%              Econ Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 23% to 21%</p>
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<p><b>GhfUhY [ ]W\`D\`Ub\`GhfUhY [ ]Yg\`DF=A 5 FM</b></p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>
<p><b>GhfUhY [ ]W\`D\`Ub\`GhfUhY [ ]Yg\`5 8 8-H-CB5@*\`          fiCDH=CB5@L\`!</b></p>	<p>S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.</p>

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<p><b>5Wh]cb\`GhYdg</b></p>	<p><b>H] a Y]bY</b></p>	<p><b>FYgdcbg]V\`Y\`/\`                      5WWc i bhUV\`Y</b></p>	<p><b>Acb]hcf]b [ \`Zcf\`                      = a d\`Y a YbhUh]cb</b></p>
<p><b>H]Yf\`%</b>                      * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.                      s Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade- .iwi rener chem p en</p>			



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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 63% to at least 73%, reducing the gap from 25% to 18%  
 EL - Increase pass rate from 48% to at least 68%, reducing the gap from 40% to 24%  
 SWD - Increase pass rate from 51% to at least 69%, reducing the gap from 37% to 22%  
 Econ. Disadv. - Increase pass rate from 64% to at least 74%, reducing the gap from 24% to 18%

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<p><b>5bbiU\`DYfZcf a UbWY\` ; cU\`                  \`MYUf\`%fl&amp;\$&amp;\`!&amp;(\`L</b></p>	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:                  Hispanic - Increase pass rate from 63% to at least a 67%, reducing the gap from 25% to 23%                  EL - Increase pass rate from 48% to at least a 58%, reducing the gap from 40% to 32%                  SWD - Increase pass rate from 51% to at least a 60%, reducing the gap from 37% to 30%                  Econ Disadv. - Increase pass rate from 64% to at least a 68%, reducing the gap from 24% to 22%</p>
<p><b>5bbiU\`DYfZcf a UbWY\` ; cU\`                  \`MYUf\`&amp;\`fl&amp;\$&amp;(\`!&amp;)\`L</b></p>	<p>By June 2025, opportunity gaps on the Reading 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 23% to 20%                  EL - Increase pass rate from 58% to at least 64%, reducing the gap from 32% to 26%                  SWD - Increase pass rate from 60% to at least 66 %, reducing the gap from 30% to 25%                  Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 22% to 20%</p>

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<p>Tier 1:                  * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations)                  * Implement CKLA in K-5 for language comprehension</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	<p>Principal &amp; APs will support with ATSS, ELA, SPED &amp; EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 2:                  * Lexia recommended usage for structured literacy at students level                  * Lexia English for EL 1 and EL 2</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	
<p>Tier 3:                  * Structured literacy lessons in addition to core ELA block                  * Multisensory decoding/encoding lessons; repeated opportunities for practice</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	
<p><b>DfcZYgg]cbU`@YUfb]b[</b>                  Staff will participate in professional learning for Language Studio.</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	

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<p>GhfUhY [ ]W`D`Ub`AYUg i fYg`fl8fcdXc kbl`!`Hc`XYhYf a ]bY`Z` [ cU` kUg`UW\]Y jYX</p>	<p>M-SS-1- Reading SOLs</p>	<p>FYg i`hg`cZ`Dfc [ fYgg`i9bX`cZ`MYUfl`</p>	<p>Reading SOL</p>
<p>9 j]XYbWY`cZ`Dfc [ fYgg`hc kUfX`5bb i U` ; cU``fiAD%&amp;l</p>	<p>9 j]XYbWY`cZ`Dfc [ fYgg`hc kUfX`5bb i U` ; cU``fiAD&amp;l</p>	<p>9 j]XYbWY`cZ`Dfc [ fYgg`hc kUfX`5bb i U` ; cU``fiAD`l</p>	<p>9 j]XYbWY`cZ`Dfc [ fYgg`hc kUfX`5bb i U` ; cU``fiAD(l</p>
<p>School level-                      DIBELS                      Teacher/CLT/Grade-                      -95% Unit Aseessments (K-3)                      -VGA for taught standards</p>	<p>Teacher/CLT/Grade-                      -95% Unit Aseessments (K-3)                      -VGA for taught standards</p>	<p>School level-                      DIBELS                      Teacher/CLT/Grade-                      --95% Unit Aseessments (K-3)                      -VGA for taught standards</p>	<p>School level-                      DIBELS                      Teacher/CLT/Grade-                      -95% Unit Aseessments (K-3)]                      -VGA for taught standards</p>

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

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6UgY]bY`8UhU	68% on Spring 2022 YVM	-XYbh]Zm`jZ` [cU``]g`fYe i]fYX` VUgYX`cb`ghUhY`cf`ZYXYfU`` fYe i]fY aYbhgž`cf`ch\Yf` [ i]XY]bYg	
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By 2026, at least 78% of Ashlawn students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health


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Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected.			









