

Dr. Charles R. Drew - School Action Plan - 2023-24 to 2025-26
Principal: Tracy Gaither

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL- Math All Students - 55% Asian -77% Black - 42% Hispanic - 56% Multiple - 67% White - 74% EL - 48% SWD - 32% Econ. Disadv. - 50%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
MATH SOL By 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - Increase pass rate from 55% to at least 70%. Asian - Increase pass rate from 77% to at least a 83% Black - Increase pass rate from 42% to at least a 64%, reducing the gap from 13% to 6% Hispanic - Increase pass rate from 56% to at least a 70% Multiple - Increase pass rate from 67 % to at least a 71 % White - Increase pass rate from 74% to at least a 81% EL - Increase pass rate from 48% to at least a 67%, reducing the gap from 7% to 3% SWD - Increase pass rate from 32% to at least a 61%, reducing the gap from 23% to 9% Econ. Disadv. - Increase pass rate from 50% to at least a 70%, closing the gap			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - Increase pass rate from 55% to at least 62%. Asian - Increase pass rate from 77% to at least a 79% Black - Increase pass rate from 42% to at least a 53%, reducing the gap from 13% to 9% Hispanic - Increase pass rate from 56% to at least a 63% Multiple - Increase pass rate from 67 % to at least a 70 % White - Increase pass rate from 74% to at least a 77 % EL - Increase pass rate from 48% to at least a 57 %, reducing the gap from 7% to 5% SWD - Increase pass rate from 32% to at least a 47%, reducing the gap from 23% to 15% Econ. Disadv. - Increase pass rate from 50% to at least a 59%, reducing the gap from 5 % to 4%		

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<p>Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each math block. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</p>					

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<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>School level NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"</p>
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Goal #2	Reading - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	<p>Spring 2023 - SOL- Reading</p> <p>All Students- 52% Asian- 69% Black - 46 % Hispanic - 46% Multiple- 67% White - 74% EL - 41% SWD - 26% Econ. Disadv. - 49%</p>	<p align="center">Identify if goal is required based on state or federal requirements, or other guidelines</p>	<p>Level 2 performance rating for VDOE school quality</p>

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Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)

By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- All Students- Increase pass rate from 52% to at least a 60%
- Asian- Increase pass rate from 69% to at least a 72%
- Black - Increase pass rate from 46 % to at least a 56%, reducing the gap from 6% to 4%
- Hispanic - Increase pass rate from 46% to at least a 56%, reducing the gap from 6% to 4%
- Multiple- Increase pass rate from 67% to at least a 70%
- White - Increase pass rate from 74% to at least a 77%.
- EL - Increase pass rate from 41% to at least a 53%, reducing the gap from 11% to 8%
- SWD - Increase pass rate from 26% to at least a 43%, reducing the gap from 26% to 17%
- Econ. Disadv. - Increase pass rate from 49% to at least a 58%, reducing the gap from 3% to 2%

Annual Performance Goal Year 2 (2024-25)

By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- All Students- Increase pass rate from 60% to at least a 64%
- Asian- Increase pass rate from 72% to at least a 75%
- Black - Increase pass rate from 56% to at least a 63%, reducing the gap from 4% to 1%
- Hispanic - Increase pass rate from 56% to at least a 63%, reducing the gap from 4% to 1%
- Multiple- Increase pass rate from 70% to at least a 73%
- White - Increase pass rate from 77% to at least a 79%
- EL - Increase pass rate from 53% to at least a 61%, reducing the gap from 7% to 4%
- SWD - Increase pass rate from 43% to at least a 54%, reducing the gap from 17% to 10%
- Econ. Disadv. - Increase pass rate from 58% to at least a 65%

Annual Performance Goal Year 3 (2025-26)

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

- All Students- Increase pass rate from 66% to at least a 69%
- Asian- Increase pass rate from 81% to at least a 83%
- Black - Increase pass rate from 63% to at least a 67%,
- Hispanic - Increase pass rate from 63% to at least a 67%
- Multiple- Increase pass rate from 70% to at least a 73%
- White - Increase pass rate from 79% to at least a 81%
- EL - Increase pass rate from 60% to at least a 64%, reducing the gap from 6% to 5%
- SWD - Increase pass rate from 53% to at least a 61%, reducing the gap from 13% to 8%
- Econ. Disadv. - Increase pass rate from 65% to at least a 69%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY

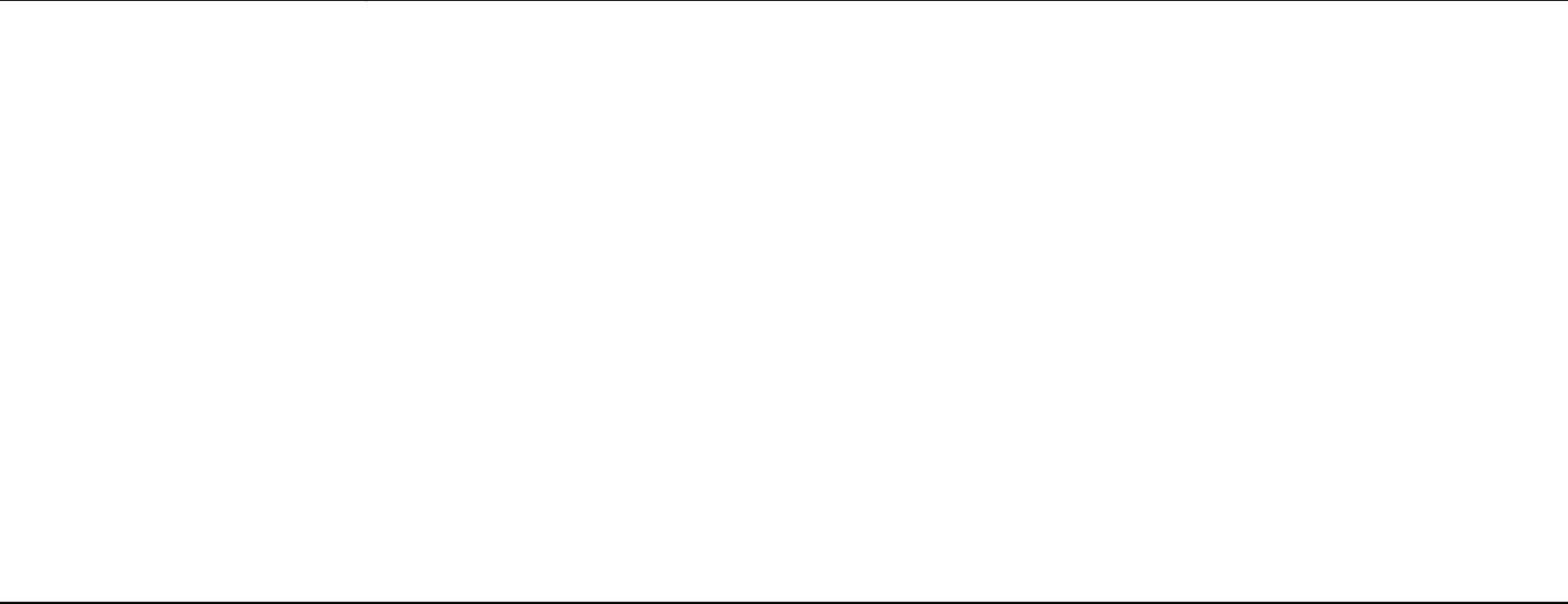
S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	<u>ESSA EVIDENCE TIER</u> (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation

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Goal #3		Student Well-Being			
Strategic Plan Goal Area	Student Well-Being				
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.				
Baseline Data	2022-23 -Chronic Absenteeism - 23.66%	Identify if goal is required based on state or federal requirements, or other guidelines		"Level 2 performance rating for VDOE school quality indicator Chronic Absenteeism	
3 Year Performance Goal					
By 2026, Chronic Absenteeism will be reduced from 23.6% to 15%					
Annual Performance Goals					
Annual Performance Goal Year 1 (2023-24)	By June 2024, Chronic Absenteeism will be reduced to at least 21%				
Annual Performance Goal Year 2 (2024-25)	By June 2025, Chronic Absenteeism will be reduced to at least 18%				
Annual Performance Goal Year 3 (2025-26)	By June 2026, Chronic Absenteeism will be reduced to at least 15%				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.				
Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Social Emotional * Implement SEL curricular resource (Responsive Classroom) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-5 * Cultivate empathy and compassion in students by encouraging them to understand and value the feelings and perspectives of others. (Responsive Classroom)	3, 4	1	Sept-June, Ongoing	Principal & AP, SEL Lead, School Counselor, Social Worker, Data Coach, Classroom Teachers	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.

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<p>Academic</p> <ul style="list-style-type: none"> * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * Support students in taking responsibility for their actions and academic progress, promoting a sense of accountability within the classroom community. * Teach students effective problem-solving skills, empowering them to approach challenges with a systematic and thoughtful mindset. 	3, 4		1 Sept-June, Ongoing	Principal & AP,	

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Strategic Plan Performance Objectives	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.					
Baseline Data	<p>"%FAVORABLE parent/guardian responses on the YVM 2022 Survey:</p> <p>82% to questions in the category ""Partnerships: Family Engagement"" overall 56% to scheduling being a barrier to engagement 63% learning opportunities about supporting child's well-being 66% how well teachers and staff communicate with them 71% how well teachers partner with them to support child's learning 75% to childcare being a barrier to engagement 88% to lack of awareness of events being a barrier to engagement 88% to feeling welcome being a barrier to engagement 88% learning opportunities about supporting child's academic achievement</p> <p>YVM2022 Partnerships: Family Engagement summary data *Note some data support continuing effective strategies/actions *90% can identify someone to go to with questions about child *90% to language being a barrier to engagement *90% to transportation being a barrier to engagement"</p>			Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal						
By June 2026, on the Spring 2026 YVM, maintain at least 90% favorable response on the Partnerships: Family Engagement						
Annual Performance Goals						
Annual Performance Goal Year 1 (2023-24)	By June 2024, on the Spring 2024 YVM, achieve 90% favorable response on the Partnerships: Family Engagement					
Annual Performance Goal Year 2 (2024-25)	By June 2025, on a school-based survey maintain at least 90% favorable response on the Partnerships: Family Engagement					
Annual Performance Goal Year 3 (2025-26)	By June 2026, on the Spring 2026 YVM, maintain at least 90% favorable response on the Partnerships: Family Engagement					
Strategic Plan Strategies						
Strategic Plan Strategies- PRIMARY	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.					
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -						
Action Steps						
Action Steps						

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<p>Action 1 (Supporting Student Success) * Under the FACE Checklist we will be SUPPORTING STUDENT SUCCESS by hosting interactive workshops for families about the American school system and key avenues to engage in their child's school/educational setting. * Host at least four parent workshops/information/training sessions that directly support student success (i.e., sessions that support academic achievement in the priority areas listed in the school action plan.)</p>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.
<p>Action 2 (Welcoming All Families): -Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as: -integrated meals, child care, and transportation; -multilingual engagement, including translation, varied language of engagement, and/or interpretation; and -flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)</p>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.
<p>Action 3 (Communicating Effectively): * Utilize ParentSquare as a tool to support staff to engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.</p>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main	

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<p>Action 4: (Communicating Effectively): Reinforce the foundations of School-Family partnership by</p> <ul style="list-style-type: none"> • collaboratively reviewing our School-Family Partnership Principles with SY23-24 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding • collecting input from our SY23-24 community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year • publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (weekly Principal update, school calendar, etc.) • designing opportunities for timely information sharing, input and collaboration in articulating school priorities, two-way communication about child's learning and learning opportunities, home-based strategies for student success that center the student experience and coordination with in-school learning, and connection to resources. 	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.
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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Exit Tickets, FACE checklist	Exit Tickets, FACE checklist	Exit Tickets, FACE checklist	YVM

Goal #5	Science SOL
Strategic Plan Goal Area	Student Success
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.

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<p align="center">Baseline Data</p>	<p>Spring 2023 - Science SOL - pass rates</p> <p>All Students- 40%</p> <p>Asian- 80%</p> <p>Black - 24%</p> <p>Hispanic - 38%</p> <p>White - 67%</p> <p>EL -25%</p> <p>SWD -0%</p> <p>Econ. Disadv. - 39%</p>	<p align="center">Identify if goal is required based on state or federal requirements, or other guidelines</p>	<p>"Level 2 performance rating for VDOE school quality indicator for Science</p>
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Annual Performance Goal
 Year 2 (2024-25)

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<p>Tier 1:</p> <ul style="list-style-type: none"> - dedicated science word walls/glossary in each classroom that are placed in a visible location in the classroom and accessible to students throughout the lesson - integrate science standards in art, music, and physical education - ensure SWD participate in GenEd setting with support as needed (co-teaching with EL or SpEd teachers if required) - quarterly vertical articulation meeting for Grades 3-5 - utilize community partners to provide authentic science experiments aligned to our science standards of learning - Enhance quarterly planning meetings for Grades 4 and 5 Science CLT and central office Science Specialist to include modeling of effective use of data to drive instructional decisions - Create structured opportunities for Science CLT's co-plan with EL, SPED, and RTG to develop lessons that differentiate instruction to meet and appropriately challenge all students - Work collaboratively with the Elementary Science Specialist to develop and implement professional learning for staff on lesson development that explicitly address the VDOE K-5 Science curriculum framework for both content and cognition as well as vocabulary development, differentiation, and connection to the 5Cs - Develop a professional learning plan focused on lesson planning and instructional delivery to explicitly address the needs of diverse learners for the teachers participating in the Science CLT 	2, 3		4 Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2:</p> <ul style="list-style-type: none"> - utilize study guides to review standards - incorporate family engagement opportunities to apply science objectives 	2, 3		4 Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3</p>	ET		3	web al deq s	

