

**9gWiYU' ?Ym' 9`Y a YbhUfm' 5Wh]cb'D`Ub'!'&\$&' !&('!'&\$&)!&*'`
 ``Df]bW]dU`.' AUf`Ybm'DYfXc a c**

; cU` %		Math - Opportunity Gaps - SOL	
GhfUHy []W'D`Ub' ; cU` 5fYU	Student Success		
GhfUHy []W'D`Ub'DYfZcf a UbWY' CV^YWh] jYg	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
6UgY]bY' 8UhU	Gdf]b ['&\$&' !'GC@' !' AUh\ Black - Pass 50% (opp. gap 23%) Hispanic - Pass 62% (opp. gap 11%) EL - Pass 40% (opp. gap 33%) SWD - Pass 42% (opp. gap 31%) Econ. Disadv - Pass 50% (opp. gap 23%)	-XYbh]Zm']Z' [cU`]g' fYe i]fYX` VUgYX' cb' ghUHy' cf' ZYXYfU` fYe i]fY a Ybhgz' cf' ch\Yf` [i]XY]bYg	(Enter)
'MYUf' DYfZcf a UbWY' ; cU`			
6m`> i bY' &\$&' z' cddcfh i b]hm' [Udg' cb' h\Y' AUh\`GC@' flU [[fY [UhYX' Zcf' U` [fUXY`Y jY' gl' k]` VY' fYX i WYX' Vm' h\Y' Zc` c k]b ['h]YfYX' [cU` .`			
6`UW_`!' Increase pass rate from 50% to at least 69%, reducing the gap from 23% to 11% <]gdUb]W`!' Increase pass rate from 62% to at least 72%, reducing the gap from 11% to 8% 9@`!' Increase pass rate from 39% to at least 66%, reducing the gap from 34% to 15% GK 8`!' Increase pass rate from 38% to at least 66%, reducing the gap from 35% to 15% 9Wcb" 8]gUX j"!' Increase pass rate from 50% to at least 69%, reducing the gap from 23% to 11%			
5bb i U` DYfZcf a UbWY' ; cU`g			
5bb i U` DYfZcf a UbWY' ; cU` 'MYUf' &' fl&\$&' !&(L	6m`> i bY' &\$&' z' cddcfh i b]hm' [Udg' cb' h\Y' AUh\`GC@' flU [[fY [UhYX' Zcf' U` [fUXY`Y jY' gl' k]` VY' fYX i WYX' Vm' h\Y' Zc` c k]b ['h]YfYX' [cU` .`		
6`UW_`!' Increase pass rate from 50% to at least 59%, reducing the gap from 23% to 17% <]gdUb]W`!' Increase pass rate from 62% to at least 66%, reducing the gap from 11% to 10% 9@`!' Increase pass rate from 39% to at least 52%, reducing the gap from 33% to 24% GK 8`!' Increase pass rate from 38% to at least 53%, reducing the gap from 31% to 22% 9Wcb" 8]gUX j"!' Increase pass rate from 50% to at least 59%, reducing the gap from 23% to 17%			
5bb i U` DYfZcf a UbWY' ; cU` 'MYUf' &' fl&\$&' !&(L	6m`> i bY' &\$&' z' cddcfh i b]hm' [Udg' cb' h\Y' AUh\`GC@' flU [[fY [UhYX' Zcf' U` [fUXY`Y jY' gl' k]` VY' fYX i WYX' Vm' h\Y' Zc` c k]b ['h]YfYX' [cU` .`		
6`UW_`!' Increase pass rate from 59% to at least 66%, reducing the gap from 17% to 13% <]gdUb]W`!' Increase pass rate from 65% to at least 69%, reducing the gap from 10% to 9% 9@`!' Increase pass rate from 51% to at least 60%, reducing the gap from 24% to 18% GK 8`!' Increase pass rate from 51% to at least 61%, reducing the gap from 23% to 17% 9Wcb" 8]gUX j"!' Increase pass rate from 59% to at least 66%, reducing the gap from 17% to 13%			

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`Df]bW]dU`.AUF`Ybm'DYfXc a c**

<p>5bbiU`DYfZcf a UbWY` ; cU` 'MYUf''fl&\$&)!&*'L</p>	<p>6m`>ibY`&\$&*'z`cddcfh i b]hm` [Udg`cb`h\Y`AUh`GC@`flU` [fY[UhYX`Zcf`U` [fUXY`YjY`gl`k]`VY`fYX i WYX`Vm`h\Y`Zc`c k]b [`h]YfYX` [cU`.'`</p> <p>6`UW`_`!`Increase pass rate from 66% to at least 69%, reducing the gap from 13% to 11% <]gdUb]W`!`Increase pass rate from 69% to at least 72%, reducing the gap from 9% to 8% 9@`!`Increase pass rate from 59% to at least 66%, reducing the gap from 19% to 15% GK 8`!`Increase pass rate from 59% to at least 66%, reducing the gap from 19% to 15% 9Wcb" 8]gUX j"!`Increase pass rate from 66% to at least 69%, reducing the gap from 13% to 11%</p>
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GhfUhY [JW`D`Ub`GhfUhY [Yg

<p>GhfUhY [JW`D`Ub`GhfUhY [Yg!`DF=A 5 FM</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>GhfUhY [JW`D`Ub`GhfUhY [Yg!`5 8 8-H=CB5@` flCDH=CB5@L`!</p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>

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5Wh]cb`GhYdg	H]a Y]bY	FYgdcbg]V`Y` /` 5WWc i bhUV`Y	Acb]hcf]b [`Zcf` = a d`Y a YbhUh]cb
<p>H]Yf`% * 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 recommended math workshop structures within each unit. 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>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach</p>	
<p>H]Yf`& *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (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.</p>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach</p>	<p>Principal & AP will support with ATSS (Colmena), Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>H]Yf`' * 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 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.</p>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach</p>	

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Professional Learning: 1) Collaborate with Math Office to provide training to all teachers 2) Math Coach to provide Math Coaching Cycles, special focus on new teachers'	1) 2023-24 2) 2024-25	Administrators, Math Coach	Principal & AP will support math cocahes during CLTs and in identifying teachers for coaching cycles.
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GhfUhY []W'D`Ub' AYUg i fYg'fl8fcdXc kbl'!`Hc` XYhYf a]bY'Z' [cU'' kUg`UW\]Y jYX	M-SS-3- Math SOLs	FYg i`hg'cZ`Dfc [fYgg 'f9bX'cZ'MYUfl'	Math SOL
9 j]XYbWY`cZ`Dfc [fYgg'hc kUfX'5bb i U'' ; cU'' 'flAD%L	9 j]XYbWY`cZ`Dfc [fYgg'hc kUfX'5bb i U'' ; cU'' 'flAD&L	9 j]XYbWY`cZ`Dfc [fYgg'hc kUfX'5bb i U'' ; cU'' 'flAD'L	9 j]XYbWY`cZ`Dfc [fYgg'hc kUfX'5bb i U'' ; cU'' 'flAD(L
GW\cc``YjY'! NWEA - MAP Growth HYUW\Yf#7@H# ; fUXY -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) - [Mastery Connect] -Progress Monitoring Data from Interventions -VGA	HYUW\Yf#7@H# ; fUXY -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) - [Mastery Connect] -Progress Monitoring Data from Interventions	GW\cc``YjY' NWEA - MAP Growth HYUW\Yf#7@H# ; fUXY -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) - [Mastery Connect] -Progress Monitoring Data from Interventions -VGA	GW\cc``YjY'! NWEA - MAP Growth HYUW\Yf#7@H# ; fUXY -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -[Mastery Connect] Progress Monitoring Data from Interventions

; cU'' &	Reading- Opportunity Gaps - SOL		
GhfUhY []W'D`Ub' ; cU'' 5fYU	Student Success		
GhfUhY []W'D`Ub'DYfZcf a UbWY`CV`YWh] jYg	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
6UgY`]bY`8UhU	Gdf]b [`&\$&'!`GC@!`9b [`]g\`flFYUX]b [L		
	Black - Pass 100% (opp. gap %) Hispanic - Pass 66% (opp. gap 13%) EL - Pass 44% (opp. gap 35%) SWD - Pass 47% (opp. gap 32%) Econ. Disadv - Pass 57% (opp. gap 22%)		



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On the 2026 YVM survey, at least 80% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.

5bb i U`DYfzcf a UbWY` ; cU`g			
5bb i U`DYfzcf a UbWY` ; cU` 'MYUf`%`fi&\$&`!&(`L	On the 2024 YVM survey, at least 70% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
5bb i U`DYfzcf a UbWY` ; cU` 'MYUf`&`fi&\$&(`!&(`L	On the 2025 school based survey, at least 75% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
5bb i U`DYfzcf a UbWY` ; cU` 'MYUf` `fi&\$&)!&`*L	On the 2026 YVM survey, at least 80% of Escuela Key students will respond favorably on the survey category student social, emotional, and mental health.		
GhfUhY []W`D`Ub`GhfUhY []Yg			
GhfUhY []W`D`Ub`GhfUhY []Yg!`DF-A 5 FM	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		
GhfUhY []W`D`Ub`GhfUhY []Yg!`5 8 8-H-CB5@` fiCDH-CB5@L`!			
5Wh]cb`GhYdg			
5Wh]cb`GhYdg	H]a Y]bY	FYgdcbg]V`Y` /` 5WWc i bhUV`Y	Acb]hcf]b [`Zcf` = a d`Y a YbhUh]cb
Tier 1 * Implement SEL curricular resource (RC) * 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; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12	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 * 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			

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9 j]XYbWY`cZ`Dfc [fYgg`hc kUfX`5bb iU`` ; cU`` `fiAD%&L	9 j]XYbWY`cZ`Dfc [fYgg`hc kUfX`5bb iU`` ; cU`` `fiAD&L	9 j]XYbWY`cZ`Dfc [fYgg`hc kUfX`5bb iU`` ; cU`` `fiAD`L	9 j]XYbWY`cZ`Dfc [fYgg`hc kUfX`5bb iU`` ; cU`` `fiAD(L
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YMS Survey spring results

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GhfUhY []W`D`Ub`DYfzcf a UbWY`CV`YWh] jYg	PO-SS-1-B	Annua	E	manN	Goa	m	-2 4	02

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<p>5bbiU`DYfZcf a UbWY` ; cU` `MYUf`' fl&\$&)!&*L</p>	<p>6m`> i bY`&\$&*z`cddcfh i b]hm` [Udg`cb`h\Y`GW]YbWY`GC@`flU [[fY[UhYX`Zcf`U` [fUXY`Y jY`gk` k]`VY`fYX i WYX`Vm`h\Y`Zc`c k]b [`h]YfYX` [cU` .`</p> <p>Hispanic - Increase pass rate from 59% to at least 66%, reducing the gap from 11% to 8% EL - Increase pass rate from 49% to at least 58%, reducing the gap from 21% to 15% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 13% to 9% Econ. Disadv. - Increase pass rate from 53% to at least 61%, reducing the gap from 17% to 12%</p>
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GhfUhY []W`D`Ub`GhfUhY []Yg

<p>GhfUhY []W`D`Ub`GhfUhY []Yg! DF=A 5 FM</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>GhfUhY []W`D`Ub`GhfUhY []Yg! 5 8 8-H-CB5@` flCDH-CB5@L`!</p>	

5Wh]cb`GhYdg

<p>5Wh]cb`GhYdg</p>	<p>H] a Y]bY</p>	<p>FYgdcbg]V`Y` /` 5WWc i bhUV`Y</p>	<p>Acb]hcf]b [`zcf` = a d`Y a YbhUh]cb</p>
<p>Tier 1</p>			

