

?Yb a cfY! 'GW\cc`5Wh]cb'D`Ub!'&\$&'!&('hc'&\$&)!&*
``Df]bW]dU`. 8Uj]X'AW6f]XY

; 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 60% (opp. gap 6%)
 Hispanic - Pass 49% (opp. gap 17%)
 EL - Pass 35% (opp. gap 31%)
 SWD - Pass 41% (opp. gap 27%)
 Econ. Disadv - Pass 51% (opp. gap 15%)

**-XYbh]Zm'jZ' [cU`]g'fYe i]fYX'
 VUgYX'cb'ghUhY'cf'ZYXYfU`
 fYe i]fY a Ybhgz'cf'ch\Yf'
 [i]XY]bYg**

'MYUf'DYfZcf a UbWY' ; cU`

6m`> i bY'&\$& *z' cddcfh i b]hm' [Udg'cb'h\Y'AUh\GC@'fU [[fY[UhYX'Zcf'U` [fUXY`Y]Y'gl'k]`VY'fYX i WYX'Vm'h\Y'Zc`ck]b ['h]YfYX' [cU`.``

6`UW_ - Increase pass rate from 62% to at least 72%, reducing the gap from 6% to 4%
<]gdUb]W! Increase pass rate from 50% to at least 69%, reducing the gap from 18% to 8%
9@` - Increase pass rate from 36% to at least 65%, reducing the gap from 32% to 12%
GK8 - Increase pass rate from 41% to at least 65%, reducing the gap from 27% to 12%
9Wcb"8]gUX]j - Increase pass rate from 52% to at least 68%, reducing the gap from 16% to 9%

5bb i U`DYfZcf a UbWY' ; cU`g

**5bb i U`DYfZcf a UbWY' ; cU`
 'MYUf'%'fl&\$&'!&(!**

6m`> i bY'&\$& (z' cddcfh i b]hm' [Udg'cb'h\Y'AUh\GC@'fU [[fY[UhYX'Zcf'U` [fUXY`Y]Y'gl'k]`VY'fYX i WYX'Vm'h\Y'Zc`ck]b ['h]YfYX' [cU`.``

Black - Increase pass rate from 62% to at least 66%, reducing the gap from 6% to 5%
 Hispanic - Increase pass rate from 50% to at least 59%, reducing the gap from 18% to 12%
 EL - Increase pass rate from 36% to at least 49%, reducing the gap from 32% to 22%
 SWD - Increase pass rate from 41% to at least 53%, reducing the gap from 27% to 19%
 Econ. Disadv. - Increase pass rate from 52% to at least 60%, reducing the gap from 16% to 11%

**5bb i U`DYfZcf a UbWY' ; cU`
 'MYUf' &'fl&\$&(!&(!**

6m`> i bY'&\$&)z' cddcfh i b]hm' [Udg'cb'h\Y'AUh\GC@'fU [[fY[UhYX'Zcf'U` [fUXY`Y]Y'gl'k]`VY'fYX i WYX'Vm'h\Y'Zc`ck]b ['h]YfYX' [cU`.``

Black - Increase pass rate from 66% to at least 69%, reducing the gap from 0% to 5%
 Hispanic - Increase pass rate from 59% to at least 65%, reducing the gap from 12% to 9%
 EL - Increase pass rate from 49% to at least 58%, reducing the gap from 22% to 16%
 SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 18% to 13%
 Econ. Disadv. - Increase pass rate from 60% to at least 64%, reducing the gap from 11% to 10%

?Yb a cfY!'GW\cc`5Wh]cb'D`Ub!'&\$&'!&('hc'&\$&)!&*
`Df]bW]dU`.8Uj]X'AW6f]XY

?Yba cfY!'GW\cc`5Wh]cb'D`Ub!'&\$&'!&('hc'&\$&)!&*
``Df]bW]dU`.8Uj]X'AW6f]XY

Professional Learning: Continued PL on Math Workshop; grouping and re-grouping for instruction; NWEA assessment delivery analysis of results	Sept - June, ongoing	Administrators, Math Coach	
---	-------------------------	-------------------------------	--

Dfc [fYgg' Acb]hcf]b [

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'fl9bX'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
School level- NWEA - MAP Growth Teacher/CLT/Grade -VGA -N			

?Yb a cfY!'GW\cc`5Wh]cb'D`Ub!'&\$&'!&('hc'&\$&)!&*
``Df]bW]dU`.8Uj]X'AW6f]XY

Tier 2: * Core phonics in Reading Strategies Class * Lexia powerup / (Lexia English for EL 1 & 2) *Multisyllable Routine- Phonics Lessons (Phonics Lesson Library)	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: * Teach students routine they can use to decode multisyllabic words * Immersive Reader, ed tech access for read aloud/translations *Teach a routine to determine the gist of the texts	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
DfcZYgg]cbU`@YUfb]b[!ASPIRE training; 95% Group reading training; NWEA Universal Screener training	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

Dfc [fYgg' Acb]hcf]b[

GhfUhY [JW'D`Ub' AYUg i fYg'fl8fcdXc kbl!'Hc' XYhYf a]bY'Z' [cU` kUg'UW\]Y jYX	M-SS-1- Reading SOLs	FYg i`hg'cZ'Dfc [fYgg'fl9bX'cZ'MYUft'	Reading SOL
9 j]XYbWY'cZ'Dfc [fYgg'hc kUfX'5bb iU` ; cU` flAD%L	9 j]XYbWY'cZ'Dfc [fYgg'hc kUfX'5bb iU` ; cU` flAD&L	9 j]XYbWY'cZ'Dfc [fYgg'hc kUfX'5bb iU` ; cU` flAD'L	9 j]XYbWY'cZ'Dfc [fYgg'hc kUfX'5bb iU` ; cU` flAD(L
GW\cc`YjY'INWEA; DIBELS for Special Education reading goal on their IEP HYUW\Yf#7@H# ; fUXY! -Formative & Summative Common Assessments [Mastery Connect] -1st Quarter ELA Assessment [Mastery Connect based on Quarter 1 ELA Standards] -VGA for taught standards	GW\cc`YjY'-NWEA; DIBELS for Special Education reading goal on their IEP HYUW\Yf#7@H# ; fUXY! -End of Unit [Mastery Connect] (?) -2nd Quarter ELA Assessment [Mastery Connect based on Quarter 2 ELA Standards ?] -VGA for taught standards"	GW\cc`YjY'! DIBELS for Special Education reading goal on their IEP HYUW\Yf#7@H# ; fUXY! -End of Unit [Mastery Connect] --3rd Quarter ELA Assessment [Mastery Connect based on Quarter 3 ELA Standards]	GW\cc`YjY' NWEA & DIBELS for Special Education reading HYUW\Yf#7@H# ; fUXY! -End of Unit [Mastery Connect] -Reading SOL

; cU` . '	Student Well-Being		
GhfUhY [JW'D`Ub' ; cU`5fYU	Student Well-Being		
GhfUhY [JW'D`Ub'DYfZcf a UbWY'CV'YWh]jYg	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.		
6UgY]bY'8UhU	2022-23, 53% of students with disabilities spend 80% or more of their school day in a general education setting	=XYbh]Zm]Z' [cU`]g'fYe i]fYX' VUgYX'cb'ghUhY'cf'ZYXYFU` fYe i]fY a Ybhg'cf'ch\Yf' [i]XY]bYg	
'MYUf'DYfZcf a UbWY' ; cU`			
By June 2026, at least 70% of students with disabilities will spend 80% or more of their school day in a general education setting			

?Yb a cfY!'GW\cc`5Wh]cb'D`Ub!'&\$&'!&('hc'&\$&)!&*
``Df]bW]dU`.8Uj]X'AW6f]XY

5bbiU`DYfZcf a UbWY` ; cU`g

5bbiU`DYfZcf a UbWY` ; cU` 'MYUf'%f&\$&'!&(L	By June 2024, at least 60% of students with disabilities will spend 80% or more of their school day in a general education setting
5bbiU`DYfZcf a UbWY` ; cU` 'MYUf'&f&\$&'!&(L	By June 2025, at least 65% of students with disabilities will spend 80% or more of their school day in a general education setting
5bbiU`DYfZcf a UbWY` ; cU` 'MYUf'`f&\$&'!&*L	By June 2026, at least 70% of students with disabilities will spend 80% or more of their school day in a general education setting

GhfUHy []W'D`Ub`GhfUHy []Yg

GhfUHy []W'D`Ub`GhfUHy []Yg!DF-A5FM	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.
GhfUHy []W'D`Ub`GhfUHy []Yg!588-H-CB5@` f]CDH-CB5@L!	

5Wh]cb`GhYdg

5Wh]cb`GhYdg	H]aY]bY	FYgdcbg]VY`/' 5WWc i bhUVY	Acb]hcf]b ['Zcf' =a d'Ya YbhU]cb
Tier 1 Provide explicit and systematic instruction utilizing elements of explicit instruction and Universal Design for Learning (UDL) .	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 Provide targeted and explicit instruction aligned to student's IEP goals and other areas of need.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 Reconvene IEP team to consider additional supports/resources	Sept-June, Ongoing	Admin, All Staff	
DfcZYgg]cbU`@YUfb]b [] Preservice presentation on inclusion; inclusive practices overview with all staff; Special Education Department Chair meets monthly with case carriers to review best practices on inclusion	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal and APs will monitor by reviewing LRE dashboard monthly and meetings with SpEd Dept Chair and Director of Secondary Special Education

Dfc [fYgg`Acb]hcf]b [

GhfUHy []W'D`Ub`AYUg i fYg`f]8fcdXc kbl`!Hc` XYhYf a]bY]Z' [cU` kUg`UW\]Y jYX	M-SWB-6- % of time SPED students spend in GenEd environments	FYg i`hg`cZ'Dfc [fYgg 'f]9bX`cZ'MYUfL`	LRE/Inclusion Dashboard
9 j]XYbWY`cZ'Dfc [fYgg`hc kUfX`5bbiU` ; cU` 'f]AD%L	9 j]XYbWY`cZ'Dfc [fYgg`hc kUfX`5bbiU` ; cU` 'f]AD%L	9 j]XYbWY`cZ'Dfc [fYgg`hc kUfX`5bbiU` ; cU` 'f]AD`L	9 j]XYbWY`cZ'Dfc [fYgg`hc kUfX`5bbiU` ; cU` 'f]AD(L
LRE/Inclusion Dashboard	LRE/Inclusion Dashboard	LRE/Inclusion Dashboard	LRE/Inclusion Dashboard

; cU` (

Science - Opportunity Gaps

?Yb a cfY!`GW\cc`5Wh]cb`D`Ub!`&\$&'!&(`hc`&\$&)!&*
``Df]bW]dU`.8Uj]X`AW6f]XY

?Yba cfY!`GW\cc`5Wh]cb`D`Ub!`&\$&`!&(`hc`&\$&)!&`*
 ``Df]bW]dU`.8Uj]X`AW6f]XY

5Wh]cb`GhYdg

5Wh]cb`GhYdg	H]aY`bY	FYgdcbg]V`Y`/` 5WWc i bhUV`Y	Acb]hcf]b[`zcf` = a d`Ya YbhUh]cb
H]Yf`% * Implement science curriculum using district-wide adopted resources.			

?Yb a cfY!'GW\cc`5Wh]cb'D`Ub!'&\$&'!&('hc'&\$&)!&*
``Df]bW]dU`.8Uj]X'AW6f]XY

'MYUf'DYfZcf a UbWY' ; cU'

By June 2026, reduce chronic absenteeism to at least 10.5%.

5bb iU'DYfZcf a UbWY' ; cU'g

5bb iU'DYfZcf a UbWY' ; cU' 'MYUf'%fl&\$&'!&(L	By June 2024, reduce chronic absenteeism to at least 14.5%.
5bb iU'DYfZcf a UbWY' ; cU' 'MYUf' & fl&\$&(!&)L	By June 2025, reduce chronic absenteeism to at least 12.5%
5bb iU'DYfZcf a UbWY' ; cU' 'MYUf' ' fl&\$&)!&*L	By June 2026, reduce chronic absenteeism to at least 10.5%.

GhfUhY [JW'D`Ub'GhfUhY [J]Yg

GhfUhY [JW'D`Ub'GhfUhY [J]Yg!DF=A 5 FM	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
GhfUhY [JW'D`Ub'GhfUhY [J]Yg!5 8 8-H-CB5@	

