

Long Branch - School Action Plan - 2023-24 to 2025-26

Principal: Jessica DaSilva

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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 Black - 50% (29% opportunity gap) Hispanic - 44% (35% opportunity gap) EL - 39% (40% opportunity gap) SWD - 52% (27% opportunity gap) Econ. Disadv - 55% (24% opportunity gap)	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: Black - Increase pass rate from 50% to at least 65%, reducing the gap from 29% to 16% Hispanic - Increase pass rate from 44% to at least 62%, reducing the gap from 35% to 19% EL - Increase pass rate from 39% to at least 60%, reducing the gap from 40% to 19% SWD - Increase pass rate from 52% to at least 64%, reducing the gap from 27% to 17% Econ. Disadv. - Increase pass rate from 55% to at least 66%, reducing the gap from 24% to 15%			
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: Black - Increase pass rate from 50% to at least 59%, reducing the gap from 29% to 22% Hispanic - Increase pass rate from 44% to at least 55%, reducing the gap from 35% to 26% EL - Increase pass rate from 39% to at least 51%, reducing the gap from 40% to 30% SWD - Increase pass rate from 52% to at least 60%, reducing the gap from 27% to 21% Econ. Disadv. - Increase pass rate from 55% to at least 62%, reducing the gap from 24% to 19%		
Annual Performance Goal Year 2 (2024-25)	By June 2025, 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 22% to 18% Hispanic - Increase pass rate from 55% to at least 62%, reducing the gap from 26% to 21% EL - Increase pass rate from 51% to at least 60%, reducing the gap from 30% to 23% SWD - Increase pass rate from 60% to at least 64%, reducing the gap from 21% to 19% Econ. Disadv. - Increase pass rate from 62% to at least 66%, reducing the gap from 19% to 17%		

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Annual Performance Goal Year 3 (2025-26)	<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>Black - Increase pass rate from 65% to at least a 69%, reducing the gap from 18% to 16%</p> <p>Hispanic - Increase pass rate from 62% to at least a 66%, reducing the gap from 21% to 19%</p> <p>EL - Increase pass rate from 60% to at least a 66%, reducing the gap from 23% to 19%</p> <p>SWD - Increase pass rate from 64% to at least a 68%, reducing the gap from 19% to 17%</p> <p>Econ Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 17% to 15%</p>
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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	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * 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 until. 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. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	
<p>Tier 2</p> <ul style="list-style-type: none"> *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. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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<p>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 interventions to support station activities and guided-group activities.</p>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p>Professional Learning:</p> <ul style="list-style-type: none"> -Language Acquisition training by EL team for all staff -Implicit bias training for all staff -Team Facilitator Committee reading, Culturally Responsive Teaching and the Brain -Jennifer Lempp to provide PD to staff 	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	Results of Progress (End of Year)	Math SOL
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)
<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>

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.

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Baseline Data	<p>Spring 2023 - SOL</p> <p>Black - 52% (32% opportunity gap) Hispanic - 63% (21% opportunity gap) EL - 47% (37% opportunity gap) SWD - 48% (36% opportunity gap) Econ. Disadv - 59% (25% opportunity gap)</p>	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>By 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 52% to at least 68%, reducing the gap from 32% to 21% Hispanic - Increase pass rate from 63% to at least 73%, reducing the gap from 21% to 15% EL - Increase pass rate from 47% to at least 67%, reducing the gap from 37% to 21% SWD - Increase pass rate from 48% to at least 68%, reducing the gap from 36% to 21% Econ. Disadv. - Increase pass rate from 59% to at least 72%, reducing the gap from 25% to 16%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 52% to at least 60%, reducing the gap from 32% to 25% Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 21% to 19% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 37% to 29% SWD - Increase pass rate from 48% to at least 57%, reducing the gap from 36% to 28% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 25% to 20%</p>		
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 60% to at least 64%, reducing the gap from 26% to 23% Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 19% to 17% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 29% to 24% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 29% to 23% Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 21% to 18%</p>		
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 64% to at least 68%, reducing the gap from 23% to 21% Hispanic - Increase pass rate from 70% to at least 73%, reducing the gap from 17% to 15% EL - Increase pass rate from 64% to at least 67%, reducing the gap from 23% to 21% SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 23% to 21% Econ. Disadv. - Increase pass rate from 69% to at least 72%, reducing the gap from 18% to 16%</p>		

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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Results of Progress (End of Year)	Spring 2024 & 2026 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)

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Baseline Data	On the 2022 YVM survey, parents/guardians responded 87% favorably to the Partnerships: Family Engagement section of the survey.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, 100% of Long Branch families will respond favorably on student and family engagement on the Your Voice Matters survey results			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 95% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results		
Annual Performance Goal Year 3 (2025-26)	By June 2026, 100% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results		
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	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) * Under the FACE Checklist we will focus on teachers/counselors making regular contact with families, staff partners with families whose children are struggling, principals greet families before and afterschool	Sept-June ongoing	FACE team, administration	FACE team will work together to determine next steps for Long Branch based on the results of the FACE checklist. Principal greets families and students at arrival and dismissal, allowing easy access to parents/community.

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<p>Action 2 (Communicating Effectively):</p> <ul style="list-style-type: none"> * 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>Sept-June ongoing</p>	<p>Administration and staff DEI Office</p>	<p>Principal began using in August 2023, conducted a "Just in Time" training for staff during pre-service week.</p> <p>Principal and AP will periodically monitor staff usage of ParentSquare.</p> <p>Principal and AP will model asset based language during pre-service week, CLTs, and as needed individually.</p> <p>Principal will work collaboratively with the DEI office to ensure Implicit Bias training occurs during the September and October 2023 staff learnings.</p>
<p>Action 3 (Student Success):</p> <ul style="list-style-type: none"> * Host at least four parent workshops/information/training sessions that directly support student success, specifically a special education resource fair, instructional nights, and help for parents to access technology/resources. 	<p>Sept-June ongoing</p>	<p>BFL, Sped team, administration</p>	<p>The administration will ensure that the Bilingual Parent Support liaison will conduct these during the school day during the year</p> <p>The administration will work with the special education team to ensure that a Sped Resource Fair occurs on November 2, 2023</p>

Progress Monitoring

<p>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</p>	<p>M-P-3- YVM Family: Engagement</p>	<p>Results of Progress (End of Year)</p>	<p>YVM</p>
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