| ; cU``¸% | Math - Opportunity Gaps - SOL | | |
|---|---|---|---|
| GhfUhY[]W˙D`Ub˙; cU`˙5fYU | Student Success | | |
| GhfUhY[]W˙D`Ub˙DYfZcfaUbWY˙CV^YWh]jYg | PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments. | | |
| 6UgY`]bY˙8UhU | Spr. 2023 SOL.<br>- All students - 75%<br>-Black - 66% pass<br>-Hispanic - 50% pass<br>-SWD- 55% pass<br>-English Learners - 47% pass<br>-Econ. Disadv. - 56% pass | =XYbh]Zm˙]Z˙[cU``]g˙fYe i]fYX˙VUgYX˙cb˙ghUhY˙cf˙ZYXYfU`˙fYe i]fYaYbhgž˙cf˙ch\Yf˙[ i]XY`]bYg | |

| '˙MYUf˙DYfZcfaUbWY˙; cU` | | | |
|---|---|---|---|
| By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:<br><br>-Increase the pass rate for Black from 66% to at least a 75%, reducing the gap from 9 % to 7%.<br>-Increase the pass rate for Hispanic from 50% to at least a 69%, reducing the the gap from 25% to 13%.<br>-Increase the pass rate for EL from 47% to at least a 67%, reducing the gap from 28% to 15%<br>-Increase the pass rate for SWD from 55% to at least a 69%, reducing the gap from 20% to 12%<br>-Increase the pass rate for ED from 56% to at least a 70%, reducing the gap from 19% to 12%. | | | |

| 5bb i U`˙DYfZcfaUbWY˙; cU`g | | | |
|---|---|---|---|
| 5bb i U`˙DYfZcfaUbWY˙; cU`˙˙MYUf˙%˙fl&$&˙'!&(ĺ | By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:<br><br>-Increase the pass rate for Black from 66% to at least a 69%, reducing the gap from 9% to 8%.<br>-Increase the pass rate for Hispanic from 50% to at least a 59%, reducing the the gap from 25% to 19%.<br>-Increase the pass rate for EL from 47% to at least a 57%, reducing the gap from 28% to 21% | | |
| | | | |

| CU_f]X[Y!¨GW\cc``5Wh]cb¨D`Ub¨!¨&$&¨!&$&(¨hc¨&$&)!&* ¨¨Df]bW]dU`.¨@mbbY¨Kf][\h | | | |
|---|---|---|---|
| **H]Yf¨'**<br>* 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)<br>* 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. | Sept - June, ongoing | Principal, AP, Math Coach, CLT, Teachers | |
| **DfcZYgg]cbU`¨@YUfb]b[.**<br>"Build teacher capacity through:<br>-Coaching to support implementation of instructional practices and data analysis<br>-Structures to support development of collective efficacy within the CLT/Grade Level" | Sept - June, ongoing | Principal, AP, Math Coach, CLT, Teachers | Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles |
| **Dfc[fYgg¨Acb]hcf]b[** | | | |
| **GhfUhY[]W¨D`Ub¨AYUgifYg¨fl8fcdXckbŁ!¨Hc¨XYhYfa]bY]¨[cU`¨kUg¨UW\]YjYX**<br><br>HAΩM/Λ#⅄@ | -Broadest ۱۵۰ q ۲ơuıaɒ Dɕৱৰ ışɔɯɕɔɯɔɾɘɕɔʌ-<br>M-SS-3- Math SOLs | **FYgi`hg¨cZ¨Dfc[fYgg¨fl9bX¨cZ¨MYUfŁ¨** | Math SOL |
| **9jXYbbY¨cZ¨Dfc[fYgg¨hckUfX¨5bbiU``¨cU`¨flAD%Ł** | **9j]XYbWY¨cZ¨Dfc[fYgg¨hckUfX¨5bbiU``¨cU`¨flAD&Ł** | **9j]XYbWY¨cZ¨Dfc[fYgg¨hckUfX¨5bbiU``¨cU`¨flAD'Ł** | **9j]XYbWY¨cZ¨Dfc[fYgg¨hckUfX¨5bbiU``¨cU`¨flAD(Ł** |
| **GW\cc``YjY`¨**<br>NWEA - MAP Growth<br><br>**HYUW\Yf#7@H#;fUXY**<br>-District Benchmarks [Mastery Connect]<br>-SOL Quick Checks (Just in time Quick Checks)<br>-Progress Monitoring Data from Interventions | **HYUW\Yf#7@H#;fUXY**<br>-District Benchmarks [Mastery Connect]<br>-SOL Quick Checks  (Just in time Quick Checks)<br>-Progress Monitoring Data from Interventions | | |

| ; cU``¸& | Reading - Opportunity Gaps - SOL |
|---|---|
| GhfUhY[]W`D`Ub˙; cU`5fYU | Student Success |
| GhfUhY[]W`D`Ub˙DYfZcf aUbWY˙CV^YWh]jYg | PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments. |

| 6UgY`]bY˙8UhU | Spr. 2023 SOL<br><br>-Black - 65% pass<br>-Hispanic - 50% pass<br>-SWD- 52% pass<br>-English Learners - 46% pass<br>-Econ. Disadv. - 57% pass | =XYbh]Zm`]Z`[ cU``]g˙fYe i ]fYX˙ VUgYX˙cb˙ghUhY˙cf˙ZYXYfU``˙ fYe i]fY a Ybhgˇcf˙ch\Yf˙ [ i]XY`]bYg | |

| ˙˙MYUf˙DYfZcf aUbWY˙; cU` |
|---|

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

-Increase the pass rate for Black from 65% to at least a 74%, reducing the gap from 13% to 9%
-Increase the pass rate for Hispanic from 50% to at least a 69%, reducing the gap from 28% to 15%
-Increase the pass rate for EL from 46% to at least a 67%, reducing the gap from 32% to by 17%
-Increase the pass rate for SWD from 52% to at least a 68%, reducing the gap from 26% to 16%
-Increase the pass rate for ED from 57% to at least a 71%, reducing the gap from  21% to 13%

| 5bb i U`˙DYfZcf aUbWY˙; cU`g |
|---|

| 5bb i U`˙DYfZcf aUbWY˙; cU`˙˙MYUf˙%˙fl&$&'!&(Ł | By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:<br><br>-Increase the pass rate for Black from 65% to at least a 69%, reducing the gap from 13% to 12%<br>-Increase the pass rate for Hispanic from 50% to at least a 59%, reducing the gap from 28% to 21 %<br>-Increase the pass rate for EL from 46% to at least a 56%, reducing the gap from 32% to by 24%<br>-Increase the pass rate for SWD from 52% to at least a 60%, reducing the gap from 26% to 20%<br>-Increase the pass rate for ED from 57% to at least a 64%, reducing the gap from  21% to 16% |
|---|---|
| 5bb i U`˙DYfZcf aUbWY˙; cU`˙˙MYUf˙&˙fl&$&(!&)Ł | By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:<br><br>-Increase the pass rate for Black from 67% to at least a 71%, reducing the current gap from 13% to 11%<br>-Increase the pass rate for Hispanic from 58% to at least a 65%, reducing the gap from 22% to 17%.<br>-Increase the pass rate for EL from 54% to at least a 62%, reducing the current gap from 26% to 20%.<br>-Increase the pass rate for SWD from 50% to at least a 59%, reducing the gap from 30% to 23% |

| Dfc[fYgg¨Acb]hcf]b[ | | | |
|---|---|---|---|
| GhfUhY[]W¨D`Ub¨AYUgifYg¨fl8fcdXckbŁ!¨Hc¨XYhYfa]bY]Z¨[cU``kUg¨UW\]YjYX | M-SS-1- Reading SOLs | FYgi`hg¨cZ¨Dfc[fYgg¨fl9bX¨cZ¨MYUfŁ | Reading SOL |
| 9j]XYbWY¨cZ¨Dfc[fYgg¨hckUfX¨5bbiU``¨;cU`¨flAD%Ł | 9j]XYbWY¨cZ¨Dfc[fYgg¨hckUfX¨5bbiU``¨;cU`¨flAD&Ł | 9j]XYbWY¨cZ¨Dfc[fYgg¨hckUfX¨5bbiU``¨;cU`¨flAD'Ł | 9j]XYbWY¨cZ¨Dfc[fYgg¨hckUfX¨5bbiU``¨;cU`¨flAD(Ł |
| **GW\cc``YjY`!** DIBELS<br><br>**HYUW\Yf#7@H#;fUXY!** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards" | **HYUW\Yf#7@H#;fUXY!** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards" | **GW\cc``YjY`!** DIBELS<br><br>**HYUW\Yf#7@H#;fUXY!** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards" | **GW\cc``YjY`** DIBELS<br><br>**HYUW\Yf#7@H#;fUXY!** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards |

| ;cU``¨'¨ | Student Well-Being | |
|---|---|---|
| GhfUhY[]W¨D`Ub¨;cU`¨5fYU | Student Well-Being | |
| GhfUhY[]W¨D`Ub¨DYfZcfaUbWY¨CV^YWh]jYg | PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health. | |
| 6UgY`]bY¨8UhU | 52% favorable response rate on the 2022 YVM survey category Student Social, Emotional, Mental Health | =XYbh]Zm¨]Z¨;cU`¨g¨fYei]fYX¨VUgYX¨cb¨ghUhY¨cf¨ZYXYfU``¨fYei]fYaYbhg¨cf¨h\Y¨[i]XY`]bYg |

| '¨MYUf¨DYfZcfaUbWY¨;cU` |
|---|
| On the 2026 YVM survey, at least 83% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health |

| 5bbiU``¨DYfZcfaUbWY¨;cU`g | |
|---|---|
| 5bbiU``¨DYfZcfaUbWY¨;cU`¨¨MYUf¨%¨fl&$&'!&(Ł | On the 2024 YVM survey, at least 75% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health |
| 5bbiU``¨DYfZcfaUbWY¨;cU`¨¨MYUf¨&¨fl&$&(!&)Ł | By June 2025, on a school based survey, at least 80% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health |
| 5bbiU``¨DYfZcfaUbWY¨;cU`¨¨MYUf¨'¨fl&$&)!&*Ł | On the 2026 YVM survey, at least 83% of Oakridge 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=A5FM | S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs. |

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| CU_f]X[Y!ˉGWˉcoˉ5Wh]cbˉDˉUbˉ!ˉ&$&ˉ!&$&(ˉhcˉ&$&)!&*ˉˉDf]bW]dUˉ.ˉ@mbbYˉKf][\h | | | |
|---|---|---|---|
| GhfUhY[]WˉDˉUbˉDYfZcfaUbWYˉCVˊYWh]jYg | PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey. | | |
| 6UgYˉ]bYˉ8UhU | 2022 Engaged Workforce: Staff Engagement -52% favorable response (decline from 78% in 2020) Engagement Workforce: Workplace Climate -52% favorable response (decline from 67% in 2020) | ﹦XYbh]Zmˉ]Zˉ[cUˉ]gˉfYeᵢ]fYXˉVUgYXˉcbˉghUhYˉcfˉZYXYfUˉfYeᵢ]fYaYbhẓˉcfˉch\Yfˉ[ᵢ]XYˉbYg | |
| ˉˉMYUfˉDYfZcfaUbWYˉ;cUˉ | | | |
| On the 2026 YVM survey, at least 83% of staff at our school will respond favorably on Staff Engagement & Workplace Climate | | | |
| 5bbᵢUˉDYfZcfaUbWYˉ;cUˉg | | | |
| 5bbᵢUˉDYfZcfaUbWYˉ;cUˉˉMYUfˉ%ˉfl&$&ˉ!&(ˉŁ | On the 2026 YVM survey, at least 75% of staff at our school will respond favorably on Staff Engagement & Workplace Climate | | |
| 5bbᵢUˉDYfZcfaUbWYˉ;cUˉˉMYUfˉ&ˉfl&$&(!&)ˉŁ | By 2025, on a school based survey, at least 80% of staff at our school will respond favorably on Staff Engagement & Workplace Climate | | |
| 5bbᵢUˉDYfZcfaUbWYˉ;cUˉˉMYUfˉˉfl&$&)!&*ˉŁ | On the 2026 YVM survey, at least 83% of staff at our school will respond favorably on Staff Engagement & Workplace Climate | | |
| GhfUhY[]WˉDˉUbˉGhfUhY[]Yg | | | |
| GhfUhY[]WˉDˉUbˉGhfUhY[]Yg!ˉDF﹦A5FM | S-EW-4-Develop integrated approaches that promote employee health and wellness. | | |
| GhfUhY[]WˉDˉUbˉGhfUhY[]Yg!ˉ588﹦H﹦CB5@ˉflCDH﹦CB5@ˉ! | | | |
| 5Wh]cbˉGhYdg | | | |
| 5Wh]cbˉGhYdg | | H]aYˉ]bY | FYgdcbg]VˉYˉ/ˉ5WWcᵢbhUVˉY |
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| CU_f]X[Y! GW\cc` 5Wh]cb D Ub ! &$& ! &$&( hc &$&)!&* Df]bW]dU . @mbbY Kf][\h | | | |
|---|---|---|---|
| 9j]XYbWY cZ Dfc[fYgg hc kUfX 5bbiU` ; cU` fl AD%Ł | 9j]XYbWY cZ Dfc[fYgg hc kUfX 5bbiU` ; cU` fl AD&Ł | 9j]XYbWY cZ Dfc[fYgg hc kUfX 5bbiU` ; cU` fl AD'Ł | 9j]XYbWY cZ Dfc[fYgg hc kUfX 5bbiU` ; cU` fl AD(Ł |
| | Staff Survey | | YVM |

| ; cU` ) | Partnerships | |
|---|---|---|
| GhfUhY[]W D`Ub ; cU` 5fYU | Partnerships | |
| GhfUhY[]W D`Ub DYfZcfaUbWY CV^YWh]jYg | 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. | |
| 6UgY`]bY 8UhU | On the 2022 YVM, 83% favorable on Family Engagement | =XYbh]Zm ]Z [cU` ]g fYei]fYX VUgYX cb ghUhY cf ZYXYfU` fYei]fYaYbhg cf ch\Yf [i]XY`]bYg |

| ' MYUf DYfZcfaUbWY ; cU` |
|---|
| On the 2026 YVM survey, maintain 90% of families at our school responding favorably on Staff Engagement & Workplace Climate |

| 5bbiU` DYfZcfaUbWY ; cU`g | | | | |
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| **5Wh]cbˉ%ˉflKYˉWca]b[ˉ5``ˉ:Ua]]Yg**<br>*Oakridge will focus on Component 7: Bridging Difference of Race, Class & Culture, specifically:<br>* Parents of all backgrounds are engaged in planning school activities and events<br>* Interpreters are available for meetings and events<br>ŧˉContinue ongoing Professional Learning on unconscious basis and practices that produce inequity | Sept- June, ongoing | Admin, School leadership team | Principal and AP check-ins with FACE coordinator and PTA school coordinator |
| **5Wh]cbˉ&ˉfl7caaib]WUh]b[ˉ9ZZYWh]jYˉmŧ**<br>* 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. | | | |
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| CU_f]X[Y!˙GW\cc`˙5Wh]cb˙D`Ub˙!˙&$&˙!&$&(˙hc˙&$&)!&* ˙˙Df]bW]dU`.˙@mbbY˙Kf][\h | | | |
|---|---|---|---|
| 6UgY`]bY˙8UhU | Spr. 2023 SOL<br>- All - 64% pass<br>-Asian - 60% pass<br>-Hispanic - 24% pass<br>-Multiple Races - 50% pass<br>-SWD- 45% pass<br>-English Learners - 18% pass<br>-Econ. Disadv. - 42% | ₌XYbh]Zm˙]Z˙[cU``]g˙fYei]fYX˙ VUgYX˙cb˙ghUhY˙cf˙ZYXYfU`˙ fYei]fYaYbhgż˙cf˙ch\Yf˙ [i]XY`]bYg | |

| ˙˙MYUf˙DYfZcfaUbWY˙;cU` | | | |
|---|---|---|---|
| By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: | | | - |
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| | | | |

## CU_f]X[Y! GW\cc` 5Wh]cb D`Ub ! &\$&'!&\$&(ˉhcˉ&\$&)!&*
### ˉˉDf]bW]dUˉ.ˉ@mbbYˉKf][\h

| 5bbiU`ˉDYfZcfaUbWYˉ;cU``ˉ`MYUfˉˉfl&\$&)!&*Łˉ | By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:<br>-Increase overall pass rate from 71% to at least 74%,<br>-Increase the pass rate for Multiple Race from 65% to at least 69%, reducing the current gap from 6% to 5%.<br>-Increase the pass rate for Asian from 68% to at least a 71%, remains at 3%.<br>-Increase the pass rate for Hispanic from 53% to at least a 61%, reducing the current gap from 18% to 13%.<br>-Increase the pass rate for EL from 51% to at least a 60%, reducing the current gap from 20% to 14%<br>-Increase the pass rate for SWD from 63% to at least a 66%, reducing the current gap from 8% to 7%.<br>-Increase the pass rate for ED from 61% to at least a 65%, reducing the current gap from 10% to 9%. |
|---|---|

### GhfUhY[]WˉD`UbˉGhfUhY[]Yg

| GhfUhY[]WˉD`UbˉGhfUhY[]Yg!ˉDF=A5FM | S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. |
|---|---|
| GhfUhY[]WˉD`UbˉGhfUhY[]Yg!ˉ588=H=CB5@ˉflCDH=CB5@Łˉ! | |

### 5Wh]cbˉGhYdg

| 5Wh]cbˉGhYdg | H]aY`]bY | FYgdcbg]V`Yˉ/ˉ5WWcibhUV`Y | Acb]hcf]b[ˉZcfˉ=ad`YaYbhUh]cb |
|---|---|---|---|
| Tier 1<br>* Implement science curriculum using district-wide adopted resources.<br>* All elementary schools complete 3rd grade science performance assessments, as required by VDOE.<br>* SBG elementary schools to follow curriculum pacing guides. | Sept-June, Ongoing | Admin, Science teachers (GrM | |
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