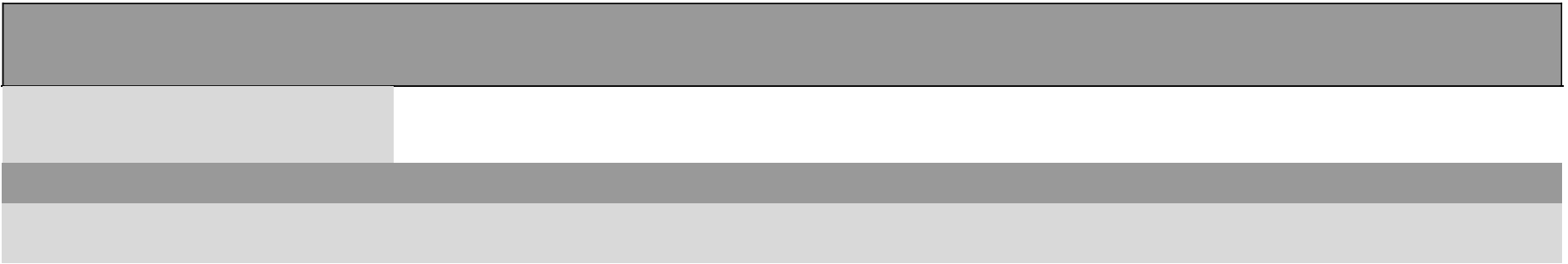


	Math - Opportunity Gaps - SOL		



School level- NWEA - MAP Growth Teacher/CLT/Grade -VGA -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -VGA -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions"
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Reading - Opportunity Gaps - SOL			
Student Success			
PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.			
			Yes, Level 2 performance rating for VDOE school quality indicator, English: Achievement Gaps
<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 a 78%, reducing the gap from 6% to 5%</p> <p>Hispanic - Increase pass rate from 51% to at least a 69%, reducing the gap from 19% to 13%</p> <p>EL - Increase pass rate from 20% to at least a 60%, reducing the gap from 50% to 22%</p> <p>SWD - Increase pass rate from 40% to at least a 66%, reducing the gap from 31% to 18%</p> <p>Econ. Disadv. - Increase pass rate from 55% to at least a 72%, reducing the gap from 15% to 10%</p>			
	<p>Increase pass rate from % to at least %, reducing the gap from % to %</p> <p>Increase pass rate from % to at least %, reducing the gap from % to %</p> <p>Increase pass rate from % to at least %, reducing the gap from % to %</p> <p>Increase pass rate from % to at least %, reducing the gap from % to %</p> <p>Increase pass rate from % to at least %, reducing the gap from % to %</p>		
	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> - Increase pass rate from 70% to at least a 75%, reducing the gap from 5% to 5% - Increase pass rate from 60% to at least a 66%, reducing the gap from 15% to 14% - Increase pass rate from 40% to at least a 52%, reducing the gap from 35% to 26 % - Increase pass rate from 52% to at least a 60%, reducing the gap from 23% to 17% - Increase pass rate from 66% to at least a 69%, reducing the gap from 9% to 8%. 		

	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	<ul style="list-style-type: none"> - Increase pass rate from 75 % to at least a 78%, reducing the gap from 5% to 5% - Increase pass rate from 66% to at least a 69%, reducing the gap from 14% to 13% - Increase pass rate from 52% to at least a 60%, reducing the gap from 28% to 22% - Increase pass rate from 60% to at least a 66%, reducing the gap from 20% to 18% - Increase pass rate from 69% to at least a 72%, reducing the gap from 11% to 10%. 		
	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.		
Tier 1	- Explicit vocabulary Instruction-all content areas - Utilize strategies from Aspire Training and Staff Development in adolescent reading - Teacher SMART Goals support literacy instruction across content areas - Co-Teaching professional learning and support	Sept-June, ongoing	Teachers, MSRT
Tier 2	- Core phonics in Reading Strategies Class - Lexia powerup / (Lexia English for EL 1 & 2) -TA Flex, reading strategies courses	Sept-June, ongoing	Teachers, MSRT
Tier 3	- Multisyllable Routine - Phonics Lessons (Phonics Lesson Library) -Immersive Reader, ed tech access for read aloud/translations	Sept-June, ongoing	Teachers, MSRT
Professional Learning	-ELA teachers are participating in PL on NWEA assessments and use of that data to drive and inform instruction -ELA teachers are also participating in Lexia training -ELA teachers are also engaging in PL on using the data from specific assessments to inform interventions	Sept-June, ongoing	Teachers, MSRT
	M-SS-1- Reading SOLs		Reading SOL

-NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)	-End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum	-NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)	-NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY)
-End of Unit Assessments [Mastery Connect] -VGA -Writing performance task embedded in curriculum		-End of Unit Assessments [Mastery Connect] -VGA -Writing performance task embedded in curriculum	-End of Unit Assessments [Mastery Connect] -Writing performance task embedded in curriculum

Student Well-Being			
Student Well-Being			
PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.			
Your Voice Matters survey 2022 Spring data shows 65% of TJMS students reported having a trusted adult. -TJMS Needs Assessment administered during TA lesson on September 19th, 2022 concluded that 68.5% reported having a trusted adult.			
By June 2026, at least 84% of students will respond affirmatively to TJMS Needs Assessment question: 1.M-SWB-2-YVM Students can identify a trusted adult.			
	By June 2024, at least 80% of students will respond affirmatively to TJMS Needs Assessment question: 1.M-SWB-2-YVM Students can identify a trusted adult.		
	By June 2025, at least 82% of students will respond affirmatively to TJMS Needs Assessment question: 1.M-SWB-2-YVM Students can identify a trusted adult.		
	By June 2026, at least 84% of students will respond affirmatively to TJMS Needs Assessment question: 1.M-SWB-2-YVM Students can identify a trusted adult.		
	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		

	By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 65% to at least a 70%, reducing the gap from -% to -% Hispanic - Increase pass rate from 50% to at least a 60%, reducing the gap from 15% to 10% EL - Increase pass rate from 35% to at least a 49%, reducing the gap from 30% to 20% SWD - Increase pass rate from 46% to at least a 56%, reducing the gap from 19% to 13% Econ. Disadv. - Increase pass rate from 51% to at least a 59%, reducing the gap from 14% to 9%.		
	By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 70% to at least a 75%, reducing the gap from -% to -% Hispanic - Increase pass rate from 60% to at least a 65%, reducing the gap from 10% to 9% EL - Increase pass rate from 49% to at least a 58%, reducing the gap from 21% to 15 % SWD - Increase pass rate from 56% to at least a 63%, reducing the gap from 14% to 10% Econ Disadv. - Increase pass rate from 59% to at least a 66%, reducing the gap from 11% to 8%.		
	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.		
Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students.	Sept-June, Ongoing	Teachers, RTG, IB Coordinator, AP	Principal, APs, Science Supervisor will monitor, conduct walkthroughs, observations and attend CLTs.
Complete unit benchmark assessments and assessment maps	Sept-June, Ongoing		
Professional Learning: -Science teachers are participating in countywide PL focused on STEM Scopes and continue that work through their CLT's -Science teachers are participating in countywide PL focused on Mastery Connect and use of tool for assessment delivery and analysis	Sept-June, Ongoing		
	M-SS-4- Science SOLs		Science SOL

Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit Power Standards Common formative and summative assessments Independent Project	Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit Power Standards Common formative and summative assessments Independent Project	Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit Power Standards Common formative and summative assessments Independent Project	Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit Power Standards Common formative and summative assessments Independent Project

	6 - IB MYP: Every subject has an international and service connection in the curriculum.		
	Student Well-Being		
	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
	IB MYP Assessment Checklist.		- Purpose 2: The school's pedagogical leadership team embraces educational approaches that encourage students to become active, compassionate life-long learners. (0101-02)
Leadership will work with CLTs to ensure every subject area or CLT has an updated subject overview that includes international connections using global contexts and at least one service-learning connection.			
	By June 2024, every subject area or CLT will have an updated subject overview that includes international connections using global contexts and at least one service-learning connection.		
	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		

Leadership will work with CLTs to ensure every subject area or CLT has four fully complete unit planners including: the inquiry, action (with differentiation), and reflection sections.

Leadership will work with CLTs to ensure every subject area or CLT has four fully complete unit planners including: the inquiry, action (with differentiation), and reflection sections.

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

S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.

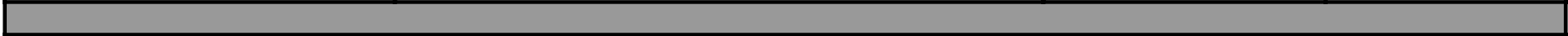


	8 - IB MYP: Every subject completes at least one internal standardization of a summative task a quarter (where more than one teacher teaches the same subject).
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	Student Success
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	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.
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			- Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
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	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.
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	The IB Coordinator will meet with CLTs to ensure that assessments are graded together through the process of internal standardization.				Sept-June, ongoing	IB Coordinator	Admin team will receive updates from IB Coordinator during weekly check-ins
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	M-SS-18- Subject Specific Formative Assessment		