

Hoffman-Boston - School Action Plan - 2023-2024 to 2025-26
Principal: Helena Payne Chauvenet

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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 All - Pass 62% Black - Pass 54% (opp. gap 8%) Hispanic - Pass 46% (opp. gap 16%) EL - Pass 50% (opp. gap 12%) SWD - Pass 52% (opp. gap 10%) Econ. Disadv. - Pass 56% (opp. gap 6%) | Identify if goal is required based on state or federal requirements, or other guidelines | Required |
| 3 Year Performance Goal | | | |
| <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 54% to at least 69%, reducing the gap from 8% to 3% Hispanic - Increase pass rate from 46% to at least 67%, reducing the gap from 16% to 5% EL - Increase pass rate from 46% to at least 69%, reducing the gap from 12% to 3% SWD - Increase pass rate from 52% to at least 68%, reducing the gap from 10% to 4% Econ. Disadv. - Increase pass rate from 56% to at least 70%, reducing the gap from 6% to 2%</p> | | | |
| Annual Performance Goals | | | |
| Annual Performance Goal Year 1 (2023-24) | <p>By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase passrate from 54% to at least 62%, reducing the gap from 8% to 4% Hispanic - Increase passrate from 46% to at least 56%, reducing the gap from 16% to 10% English Learners - Increase passrate from 50% to at least 59%, reducing the gap from 12% to 7% Students with Disabilities - Increase passrate from 52% to at least 60%, reducing the gap from 10% to 6% Economically Disadvantaged - Increase passrate from 56% to at least 63%, reducing the gap from 6% to 3%</p> | | |
| Annual Performance Goal Year 2 (2024-25) | <p>By June 2025, 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 62% to at least 66%, reducing the gap from 4% to 3% Hispanic - Increase pass rate from 56% to at least 63%, reducing the gap from 10 % to 6% EL - Increase pass rate from 59% to at least 65%, reducing the gap from 7% to 4% SWD - Increase pass rate from 60% to at least 64%, reducing the gap from 6% to 5% Econ. Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 3% to 2%</p> | | |

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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 66% to at least 69% Hispanic - Increase pass rate from 63% to at least 67% EL - Increase pass rate from 65% to at least 69% SWD - Increase pass rate from 64% to at least 68% Econ. Disadv. - Increase pass rate from 67% to at least 70%</p> |
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Strategic Plan Strategies

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| 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 | <u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u> | <u>ESSA EVIDENCE TIER (1-4)</u> | 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. * EL and SpEd teachers collaborate with the math coach/specialists and participate in CLTs to support 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 time. * Targeted groups are differentiated to meet each students' needs. Provide timely support to help students access grade level curriculum. | 2 | ESSA Tier 1: Strong Evidence | Sept - June, ongoing | Classroom teachers, EL, SpEd teachers, Math Coach/Specialists | Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs. Benchmark and diagnostic data (NWEA, VGA, VKRP) |
| <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 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. | 2 | ESSA Tier 2: Moderate Evidence | Sept - June, ongoing | Classroom teachers, EL, SpEd teachers, Math Coach/Specialists | |

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| 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) * 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. | 3 | ESSA Tier 2: Moderate Evidence | Sept - June, ongoing | Classroom teachers, EL, SpEd teachers, Math Coach/Specialists | |
| Professional Learning: Implement CLTs to support planning, coaching, and data analysis. This will include support with the three math workshop structures and targeted small group instruction. | 2 | ESSA Tier 1: Strong Evidence | Sept - June, ongoing | Administrators, Math Coach/Specialists | 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) |
| 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 | 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 -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" |

| Goal #2 | Reading - Opportunity Gaps - SOL | | |
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| 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 All - Pass 66% Black - Pass 69% Hispanic - Pass 45% (opp. gap 21%) EL - Pass 46% (opp. gap 20%) SWD - Pass 54% (opp. gap 12%) Econ. Disadv - Pass 56% (opp. gap 10%) | Identify if goal is required based on state or federal requirements, or other guidelines | |

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3 Year Performance Goal

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

- Black** - Increase pass rate from 66% to at least 78%
- Hispanic** - Increase pass rate from 45% to at least 66%, reducing the gap from 21% to 9%
- EL** - Increase pass rate from 46% to at least 67%, reducing the gap from 20% to 8%
- SWD** - Increase pass rate from 54% to at least 69%, reducing the gap from 12% to 6%
- Econ. Disadv.** - Increase pass rate from 56% to at least 70%, reducing the gap from 10% to 5%

Annual Performance Goals

By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- All Students** - Increase passrate from 66% to at least 69%
- Black** - Increase passrate from 69% to at least 72%
- Hispanic** - Increase passrate from 45% to at least 55%, reducing the gap from 21% to 14%
- English Learners** - Increase passrate from 46% to at least 56%, reducing the gap from 20% to 13%
- Students with Disabilities** - Increase passrate from 54% to at least 62%, reducing the gap from 12% to 8%
- Economically Disadvantaged** - Increase passrate from 56% to at least 63%, reducing the gap from 10% to 6%

By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Black** - Increase pass rate from 72% to at least 75%, reducing the gap
- Hispanic** - Increase pass rate from 55% to at least 62%, reducing the gap from 14% to 10%
- EL** - Increase pass rate from 56% to at least 63%, reducing the gap from 13% to 9%
- SWD** - Increase pass rate from 62% to at least 66%, reducing the gap from 7% to 6%
- Econ. Disadv.** - Increase pass rate from 63% to at least 67%, reducing the gap from 6% to 5%

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

- Black** - Increase pass rate from 75% to at least 78%
- Hispanic** - Increase pass rate from 62% to at least 66%
- EL** - Increase pass rate from 63% to at least 67%,
- SWD** - Increase pass rate from 66% to at least 69%
- Econ. Disadv.** - Increase pass rate from 67% to at least 70%

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

Action Steps

| Action Steps | TITLE I SCHOOLWIDE COMPONENT (1-4) | ESSA EVIDENCE TIER (1-4) | Timeline | Responsible & Accountable | Monitoring for Implementation |
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| <p>Tier 1:</p> <ul style="list-style-type: none"> * Implement Systematic Core Phonics in K-3 with fidelity (95 Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension <p>Small group literacy instruction provided by classroom teachers</p> | 2 | ESSA Tier 2: Moderate Evidence | Sept-June, ongoing | Administrators, Classroom Teachers, Reading Coach/Specialists | <p>Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p> <p>Benchmark and diagnostic data (DIBELS, Lexia data, VGA, VKRP)</p> |
| <p>Tier 2:</p> <ul style="list-style-type: none"> * Lexia recommended usage for structured literacy at students level * Implement additional language acquisition supports to include Language Studio and Lexia English for EL 1 and EL 2 * Implement needs-based small groups for targeted support from classroom teachers and specialists/interventionists * small group structured literacy lessons and / or Phonics Lesson Library lessons within or in addition to core ELA block | 2 | ESSA Tier 1: Strong Evidence | Sept-June, ongoing | Administrators, Classroom Teachers, Reading Coach/Specialists | |
| <p>Tier 3:</p> <ul style="list-style-type: none"> * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * Intensive support for small groups with increased frequency to include support from EL teachers, Special Education, and reading interventionists | 2 | ESSA Tier 4: Demonstrates a Rationale | Sept-June, ongoing | Administrators, Classroom Teachers, Reading Coach/Specialists | |
| <p>Professional Development</p> <p>ELA2024 Pre-service Training for K-2 Teachers ELA2024 Pre-service Training for 3-5 Teachers Reading Coaches/Specialists will continue LETRS training as needed</p> | 2 | ESSA Tier 4: Demonstrates a Rationale | Sept-June, ongoing | Administrators, Classroom Teachers, Reading Coach/Specialists | |

Progress Monitoring

| Strategic Plan Measures (Dropdown) - To determine if goal was achieved | M-SS-1- Reading SOLs | Results of Progress (End of Year) | Reading 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- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -VGA for taught standards -Lexia</p> | <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -VGA for taught standards - Lexia</p> | <p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -VGA for taught standards - Lexia</p> | <p>School level DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -VGA for taught standards - Lexia</p> |

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| Goal #3 | Science |
| 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 | Spring 2023 - SOL All - Pass 59% Black - Pass 62% Hispanic - Pass 52% (opp. gap 7%) EL - Pass 46% (opp. gap 13%) SWD - Pass 58% (opp. gap 1%) Econ. Disadv - Pass 47% (opp. gap 12%) | Identify if goal is required based on state or federal requirements, or other guidelines | |
| 3 Year Performance Goal | | | |
| 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 62% to at least 66% Hispanic - Increase pass rate from 52% to at least 60%, reducing the gap from 7% to 5% EL - Increase pass rate from 46% to at least 56%, reducing the gap from 13% to 9% SWD - Increase pass rate from 58% to at least 65%, reducing the gap from 1% to 0% Econ. Disadv. - Increase pass rate from 47% to at least 57%, reducing the gap from 12% to 8% | | | |
| Annual Performance Goals | | | |
| Annual Performance Goal Year 1 (2023-24) | By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase passrate from 62% to at least 66% Hispanic - Increase passrate from 52% to at least 60%, reducing the gap from 7% to 5% English Learners - Increase passrate from 46% to at least 56%, reducing the gap from 13% to 9% Students with Disabilities - Increase passrate from 58% to at least 65%, reducing the gap from 1% to 0% Economically Disadvantaged - Increase passrate from 47% to at least 57%, reducing the gap from 12% to 8% | | |
| Annual Performance Goal Year 2 (2024-25) | 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 66% to at least 69% Hispanic - Increase pass rate from 60% to at least 64%, reducing the gap from 6% to 5% EL - Increase pass rate from 56% to at least 63%, reducing the gap from 10% to 6% SWD - Increase pass rate from 65% to at least 69% Econ. Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 9% to 5% | | |
| Annual Performance Goal Year 3 (2025-26) | 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 69% to at least 72% Hispanic - Increase pass rate from 64% to at least 68% EL - Increase pass rate from 63% to at least 67%, reducing the gap from 6% to 2% SWD - Increase pass rate from 69% to at least 72% Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 5% to 1% | | |
| 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 | | | |

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| Action Steps | <u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u> | <u>ESSA EVIDENCE TIER (1-4)</u> | Timeline | Responsible & Accountable | Monitoring for Implementation |
|---|---|-------------------------------------|--------------------|--|--|
| Tier 1 * Implement science curriculum using district-wide adopted resources. * Complete 3rd grade science performance assessments, as required by VDOE. * Follow science curriculum pacing guides. | 2 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Administrators, Science Lead, ITC, Coach, All Science Teachers | Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs. Benchmark and diagnostic data (STEMScopes and APS science assessments) |
| Tier 2 * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Implement monthly science CLTs | 3 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Administrators, Science Lead, ITC, Coach, All Science Teachers | |
| Tier 3 Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance. | 3 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Administrators, Science Lead, ITC, Coach, All Science Teachers | |
| Professional Learning: CLTs to support implementation of STEMScopes, planning instruction aligned to the SOLs | 3 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Administrators, Science Lead, ITC, Coach, All Science Teachers | |

Progress Monitoring

| Strategic Plan Measures (Dropdown) - To determine if goal was achieved | M-SS-4- Science SOLs | Results of Progress (End of Year) | Science 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) |
| School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) | School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) | School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) | School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) |

| Goal #4 | Inclusion |
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| Strategic Plan Goal Area | Student Success |
| Strategic Plan Performance Objectives | 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. |

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| Baseline Data | 2022-23 (EOY)- 62% of SWD are spending 80% of school day in Gen. Ed setting | Identify if goal is required based on state or federal requirements, or other guidelines | | | |
| 3 Year Performance Goal | | | | | |
| By June 2026, at least 77% of SWD will spend 80% or more of school day in general education setting. | | | | | |
| Annual Performance Goals | | | | | |
| Annual Performance Goal Year 1 (2023-24) | By June 2024, at least 67% of SWD will spend 80% or more of school day in general education setting. | | | | |
| Annual Performance Goal Year 2 (2024-25) | By June 2025, at least 72% of SWD will spend 80% or more of school day in general education setting. | | | | |
| Annual Performance Goal Year 3 (2025-26) | By June 2026, at least 77% of SWD will spend 80% or more of school day in general education setting. | | | | |
| Strategic Plan Strategies | | | | | |
| Strategic Plan Strategies- PRIMARY | S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students | | | | |
| Strategic Plan Strategies- ADDITIONAL (OPTIONAL) - | | | | | |
| Action Steps | | | | | |
| Action Steps | <u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u> | <u>ESSA EVIDENCE TIER (1-4)</u> | Timeline | Responsible & Accountable | Monitoring for Implementation |
| Teachers will deliver explicit and systematic instruction utilizing elements of explicit instruction and Universal Design for Learning (UDL). | 2 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers | Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs. Benchmark and diagnostic growth data (DIBELS, NWEA, VGA, VKRP, etc.) with disaggregated data for students with disabilities |
| Lessons will be targeted to include explicit instruction that is aligned to students' IEP goals and other areas of need. | 2 | ESSA Tier 2: Moderate Evidence | Sept-June, Ongoing | Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers | |
| IEP teams will reconvene as needed to consider additional supports/resources | 3 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers | |

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| As needed, adjust accommodations/modifications, any related services, counseling (CARS), wrap-around services (such as services through DHS), behavior and safety interventions, de-escalation and safety training | 3 | ESSA Tier 3: Promising Evidence | Sept-June, Ongoing | Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers | IEP goals, progress reports, observation/student data |
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Progress Monitoring

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| Strategic Plan Measures (Dropdown) - To determine if goal was achieved | M-SWB-6- % of time SPED students spend in GenEd environments | Results of Progress (End of Year) | LRE Dashboard |
| 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) |
| LRE Dashboard | LRE Dashboard | LRE Dashboard | LRE Dashboard |

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| Goal #5 | Partnerships | | |
| Strategic Plan Goal Area | Partnerships | | |
| Strategic Plan Performance Objectives | 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. | | |
| Baseline Data | YVM Spring 2022: 86% of families responded favorably to survey items about Partnerships: Family Engagement YVM Spring 2022: 67% of families responded favorably to survey items about Student Success: High Expectations | Identify if goal is required based on state or federal requirements, or other guidelines | Title 1 |
| 3 Year Performance Goal | | | |
| By June 2026, 73% of families will respond favorably on YVM family survey items about Student Success: High Expectations. | | | |
| Annual Performance Goals | | | |
| Annual Performance Goal Year 1 (2023-24) | By June 2024, 70% of families will respond favorably on YVM family survey items about Student Success: High Expectations. | | |
| Annual Performance Goal Year 2 (2024-25) | By June 2025, 71.5% of families will respond favorably on a school-based family survey items about Student Success: High Expectations. | | |
| Annual Performance Goal Year 3 (2025-26) | By June 2026, 73% of families will respond favorably on YVM family survey items about Student Success: High Expectations. | | |
| 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. | | |

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| Strategic Plan Strategies- ADDITIONAL (OPTIONAL) - | | | | | |
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| Action Steps | | | | | |
| Action Steps | TITLE I SCHOOLWIDE COMPONENT (1-4) | ESSA EVIDENCE TIER (1-4) | Timeline | Responsible & Accountable | Monitoring for Implementation |
| Action 1 (Welcoming All Families): Maintain a welcoming and inclusive environment and develop respectful and trusting relationships to include: language-inclusive signage and communications, providing a designated parent specialist, developing a process to welcome new families, ensuring staff and families have frequent opportunities to establish a positive relationship and obtain information about the school and classroom | 2 | ESSA Tier 3: Promising Evidence | Sept- June, ongoing | Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff | Principal & AP will monitor through observations, gathering participant feedback, FACE checklists, YVM Survey |
| Action 2 (Communicating Effectively): * Utilize ParentSquare as a language-inclusive tool to support staff 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. | 2 | ESSA Tier 3: Promising Evidence | Sept- June, ongoing | Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff | Principal & AP will monitor by reviewing communication artifacts from ParentSquare, staff use of ParentSquare, participant feedback, YVM Survey |
| Action 3 (Student Success): Host at least four parent/family sessions that directly support academic achievement, specifically in literacy, math, and science | 2 | ESSA Tier 1: Strong Evidence | Sept- June, ongoing | Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff | Principal & AP will ensure parent/family sessions are conducted and holding check-in/planning meetings with staff involved. |
| Professional Learning: Ed Tech sessions led by ITC | 2 | ESSA Tier 1: Strong Evidence | Sept- June, ongoing | Adminstrators, ITC | Principal & AP will monitor through check-ins with ITC and staff sign-in sheets |
| Progress Monitoring | | | | | |
| Strategic Plan Measures (Dropdown) - To determine if goal was achieved | Results of Progress (End of Year) | | 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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| Exit Tickets, FACE checklist | Exit Tickets, FACE checklist | Exit Tickets, FACE checklist | YVM |
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| Goal #6 | Wellness | | | | |
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| Strategic Plan Goal Area | Student Well-Being | | | | |
| Strategic Plan Performance Objectives | PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health. | | | | |
| Baseline Data | 59% of students answered favorably in the YVM survey in the area of Well Being: School Climate | Identify if goal is required based on state or federal requirements, or other guidelines | Required | | |
| 3 Year Performance Goal | | | | | |
| By June 2026, staff will fully implement SEL practices to support social-emotional learning in the classroom, school and community. 68% of students answered favorably in the YVM survey in the area of Well Being: School Climate | | | | | |
| Annual Performance Goals | | | | | |
| Annual Performance Goal Year 1 (2023-24) | By June 2024, 62% of students answered favorably in the YVM survey in the area of Well Being: School Climate | | | | |
| Annual Performance Goal Year 2 (2024-25) | By June 2025, 65% of students answered favorably in the YVM survey (or similar survey) in the area of Well Being: School Climate | | | | |
| Annual Performance Goal Year 3 (2025-26) | By June 2026, 68% of students answered favorably in the YVM survey in the area of Well Being: School Climate | | | | |
| Strategic Plan Strategies | | | | | |
| Strategic Plan Strategies- PRIMARY | S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness. | | | | |
| Strategic Plan Strategies- ADDITIONAL (OPTIONAL) - | S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs. | | | | |
| Action Steps | | | | | |
| Action Steps | <u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u> | <u>ESSA EVIDENCE TIER (1-4)</u> | Timeline | Responsible & Accountable | Monitoring for Implementation |

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|--|---|---------------------------------|---------------------|---|---|
| A SEL Team will be established to monitor data and interventions, to support the shift from PBIS systems and to establish a common vision for social-emotional learning. | 4 | ESSA Tier 1: Strong Evidence | Sept- June, ongoing | Administrators, Behavior Specialist, Counselors | Principal & AP will monitor through check-in/planning meetings with SEL team and review of agenda and team outcomes |
| Instructional staff will begin to implement Responsive Classroom practices. | 4 | ESSA Tier 3: Promising Evidence | Sept- June, ongoing | Instructional Staff | Principal & AP will monitor through Classroom walkthroughs |
| Professional learning will include resources from CASEL and Responsive Classroom to support Adult SEL and student SEL. | 4 | ESSA Tier 3: Promising Evidence | Sept- June, ongoing | Administrators, Behavior Specialist, Counselors, SEL Team | Principal & AP will monitor by reviewing professional learning agendas and SEL surveys |
| Implement Second Step to support explicit instruction in social-emotional language in the classroom. | 4 | ESSA Tier 1: Strong Evidence | Sept- June, ongoing | Administrators, Behavior Specialist, Counselors, Classroom Teachers | Principal & AP will monitor by reviewing Implementation schedule & classroom walkthroughs |

Progress Monitoring

| | | | | | |
|---|--|--|------------|--|--|
| Strategic Plan Measures (Dropdown) - To determine if goal was achieved | M-SWB-3- YVM Student: School Climate | Results of Progress (End of Year) | 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) | |
| | School-based survey | | | YVM | |