Long Branch - School Action Plan - 2023-24 to 2025-26
Principal: Jessica DaSilva

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)	By June 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 65% to at least a 69%, reducing the gap from 18% to 16% Hispanic - Increase pass rate from 62% to at least a 66%, reducing the gap from 21% to 19% EL - Increase pass rate from 60% to at least a 66%, reducing the gap from 23% to 19% SWD - Increase pass rate from 64% to at least a 68%, reducing the gap from 19% to 17% Econ Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 17% to 15%

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
Tier 1 * 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	
Tier 2 *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.

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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Professional Learning: -Language Acquisition training by EL team for all staff -Implicit bias training for all staff -Team Facilitator Commitee 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 coahes 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 Intervetions	**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 Intervetions"

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	Spring 2023 - SOL 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)	Identify if goal is required based on state or federal requirements, or other guidelines	

3 Year Performance Goal

By 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 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%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: 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%
Annual Performance Goal Year 2 (2024-25)	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 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%
Annual Performance Goal Year 3 (2025-26)	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 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%

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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
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in K-5 for language comprehension	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 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Build teacher capacity around Tier 1, 2, and 3 practices to support the targetted subgroups.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

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)**
School level- DIBELS **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	**Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	**School level-** DIBELS **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	**School level** DIBELS **Teacher/CLT/Grade-** -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards

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Goal #3	Student Well-Being
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	2022-23- 66% students with disabilities spend 80% or more of their school day in a general education setting	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal

By June 2026, at least 81% of students with disabilities will spend 80% or more of their school day in a general education setting

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 71% of students with disabilities will spend 80% or more of their school day in a general education setting
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 76% of students with disabilities will spend 80% or more of their school day in a general education setting
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 81% of students with disabilities will spend 80% or more of their school day in a 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	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 2: Students should receive targeted and explicit instruction aligned to their IEP goals and other areas of need.	Sept-June, Ongoing	Classroom teachers, EL, SpEd staff	Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: Reconvene IEP team to consider additional supports/resources	Sept-June, Ongoing	Classroom teachers, EL, SpEd staff	
Build teacher capacity around Tier 1, 2, and 3 practices to support the targeted subgroups.	Sept-June, Ongoing	Classroom teachers, EL, SpEd staff	

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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)**
LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic Plan portal	YVM

Goal #4	Student Well-Being
Strategic Plan Goal Area	Engaged Workforce
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	2022 - 2023 45% of students responded favorably to this question on the YVM survey.	**Identify if goal is required based on state or federal requirements, or other guidelines**	

3 Year Performance Goal
By June 2026, 100% of all students will respond favorably to the YVM survey question, "In the past 30 days, how clearly will you able to describe your feelings."

Annual Performance Goals	
Annual Performance Goal Year 1 (2023-24)	By June 2024, 60% of all students will respond favorably to the YVM survey question, "In the past 30 days, how clearly were you able to describe your feelings.
Annual Performance Goal Year 2 (2024-25)	By June 2025, 80% of all students will respond favorably to the YVM survey question, "In the past 30 days, how clearly were you able to describe your feelings.
Annual Performance Goal Year 3 (2025-26)	By June 2026, 100% of all students will respond favorably to the YVM survey question, "In the past 30 days, how clearly were you able to describe your feelings."

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps			
Action Steps	**Timeline**	**Responsible & Accountable**	**Monitoring for Implementation**

Action 3 - Staff will identify each student by name, strength, and need. Students in Tier 2 and Tier 3 will be matched with an adult who will meet with them consistently throughout the year.	September - June, Ongoing during morning meeting time, daily	Admin/ couselors, all staff participate	Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Action 2 - Staff will implement with fidelity Second Step lessons every morning (SEL curriculum)	September - June, Ongoing during morning meeting time, daily	Admin/ couselors, all staff participate	Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Action 1 - All staff will create an affirming environment to students by creating calming corners. The school will purchase calming corner toolkits and the school counselors/staff will teach students how to use the calming corners.	September - June, Ongoing during morning meeting time, daily	Admin/ couselors, all staff participate	Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-2- YVM Students can identify a trusted a	**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 Counselor 1:1 interviews with all students			School Counselor 1:1 interviews with all students

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.

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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.

Action 2 (Communicating Effectively): * 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.	Sept-June ongoing	Administration and staff DEI Office	Principal began using in August 2023, conducted a "Just in Time" training for staff during pre-service week. Principal and AP will periodically monitor staff usage of ParentSquare. Principal and AP will model asset based language during pre-service week, CLTs, and as needed individually. Principal will work collaboratively with the DEI office to ensure Implicit Bias training occurs during the September and October 2023 staff learnings.
Action 3 (Student Success): * 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.	Sept-June ongoing	BFL, Sped team, administration	The administration will ensure that the Bilingual Parent Support liaison will conduct these during the school day during the year The administration will work with the special education team to ensure that a Sped Resource Fair occurs on November 2, 2023

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

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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)
Google Survey to parents around family engagement			Google Survey to parents around family engagement