

Oakridge- School Action Plan - 2023-2024 to 2025-26

Principal: Lynne Wright

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	Spr. 2023 SOL. - All students - 75% -Black - 66% pass -Hispanic - 50% pass -SWD- 55% pass -English Learners - 47% pass -Econ. Disadv. - 56% pass	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
<ul style="list-style-type: none"> -Increase the pass rate for Black from 66% to at least a 75%, reducing the gap from 9 % to 7%. -Increase the pass rate for Hispanic from 50% to at least a 69%, reducing the the gap from 25% to 13%. -Increase the pass rate for EL from 47% to at least a 67%, reducing the gap from 28% to 15% -Increase the pass rate for SWD from 55% to at least a 69%, reducing the gap from 20% to 12% -Increase the pass rate for ED from 56% to at least a 70%, reducing the gap from 19% to 12%. 			
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: <ul style="list-style-type: none"> -Increase the pass rate for Black from 66% to at least a 69%, reducing the gap from 9% to 8%. -Increase the pass rate for Hispanic from 50% to at least a 59%, reducing the the gap from 25% to 19%. -Increase the pass rate for EL from 47% to at least a 57%, reducing the gap from 28% to 21% -Increase the pass rate for SWD from 55% to at least a 62%, reducing the gap from 20% to 15% -Increase the pass rate for ED from 56% to at least a 63%, reducing the gap from 19% to 14%. 		
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: <ul style="list-style-type: none"> -Increase the pass rate for Black from 69% to at least a 72%, reducing the current gap from 9% to 7% -Increase the pass rate for Hispanic from 59% to at least a 65%, reducing the current gap from 19% to 15% -Increase the pass rate for EL from 57% to at least a 64%, reducing the current gap from 21% to 16% -Increase the pass rate for SWD from 62% to at least a 66%, reducing the current gap from 16% to 14% -Increase the pass rate for ED from 63% to at least a 67%, reducing the current gap from 15% to 13% 		

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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:

- Increase the pass rate for Black from 72% to at least a 75%, reducing the current gap from 8% to 7%
- Increase the pass rate for Hispanic from 65% to at least a 69%, reducing the current gap from 15% to 13%
- Increase the pass rate for EL from 64% to at least a 67%, reducing the current gap from 16% to 15%
- Increase the pass rate for SWD from 66% to at least a 69%, reducing the current gap from 14% to 12%
- Increase the pass rate for ED from 67% to at least a 70%, reducing the current gap from 13% to 12%

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 wherever they are supporting 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. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. 	<p>Sept - June, ongoing</p>	<p>Principal, AP, Math Coach, CLT, Teachers</p>	
<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. 	<p>Sept - June, ongoing</p>	<p>Principal, AP, Math Coach, CLT, Teachers</p>	<p>Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>

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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, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * 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	
Professional Learning: "Build teacher capacity through: -Coaching to support implementation of instructional practices and data analysis -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
Progress Monitoring				
Strategic Plan Measures (Dropdown) - To determine if goal was achieved		Results of Progress (End of Year)		Math SOL
M-SS-3- Math SOLs				
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"	

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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.		
Baseline Data	Spr. 2023 SOL -Black - 65% pass -Hispanic - 50% pass -SWD- 52% pass -English Learners - 46% pass -Econ. Disadv. - 57% pass	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 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%

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: -Increase the pass rate for Black from 65% to at least a 69%, reducing the gap from 13% to 12% -Increase the pass rate for Hispanic from 50% to at least a 59%, reducing the gap from 28% to 21 % -Increase the pass rate for EL from 46% to at least a 56%, reducing the gap from 32% to by 24% -Increase the pass rate for SWD from 52% to at least a 60%, reducing the gap from 26% to 20% -Increase the pass rate for ED from 57% to at least a 64%, reducing the gap from 21% to 16%
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: -Increase the pass rate for Black from 67% to at least a 71%, reducing the current gap from 13% to 11% -Increase the pass rate for Hispanic from 58% to at least a 65%, reducing the gap from 22% to 17%. -Increase the pass rate for EL from 54% to at least a 62%, reducing the current gap from 26% to 20%. -Increase the pass rate for SWD from 50% to at least a 59%, reducing the gap from 30% to 23% -Increase the pass rate for ED from 62% to at least a 66%, reducing the gap 18% to 16%

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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> <ul style="list-style-type: none"> -Increase the pass rate for Black from 72% to at least a 74%, reducing the current gap by 10 to 9% -Increase the pass rate for Hispanic from 65% to at least a 69%, reducing the current gap by 17 to 15% -Increase the pass rate for EL from 63% to at least a 67%, reducing the current gap by 19 to 17% -Increase the pass rate for SWD from 64% to at least a 68%, reducing the current gap by 18 to 16% -Increase the pass rate for ED from 67% to at least a 71%, reducing the current gap by 15 to 13% 		
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-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.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1 Instruction:</p> <ul style="list-style-type: none"> -Implement Systematic Core Phonics in with fidelity (Foundations K-2 & 95% Core Phonics in Gr. 3) -Implement CKLA in K-5 for language comprehension -Utilize Heggerty Phonological and Phonemic for phonics instruction (K-2) 	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP with support from ELA, ATSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
<p>Tier 2 Instruction:</p> <ul style="list-style-type: none"> -Lexia recommended usage for structured literacy at students level -Practice in decodable texts-grades 4-5 -Lexia English for EL 1 and EL 2 based on need 	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP with support from ELA, ATSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
<p>Tier 3 Intervention:</p> <ul style="list-style-type: none"> -Structured literacy lessons in addition to core ELA block -Multisensory decoding/encoding lessons; repeated opportunities for practice -Utilize 95% Phonics lesson library 	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP with support from ELA, ATSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
<p>Build teacher capacity through:</p> <ul style="list-style-type: none"> -Coaching to support implementation of instructional practices and data analysis -Structures to support development of collective efficacy within the CLT/Grade Level -New teachers participate in county-wide training for core instruction (Foundations, 95%, Lexia, Lesson Library) 	Sept-June (ongoing)	Principal, AP, Reading Coach, CLTs, Teachers	Principal & AP - weekly coaching check-ins, collaborating with weekly CLT's

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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

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	52% favorable response rate on the 2022 YVM survey category Student Social, Emotional, Mental Health	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2026 YVM survey, at least 83% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	On the 2024 YVM survey, at least 75% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health		
Annual Performance Goal Year 2 (2024-25)	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		
Annual Performance Goal Year 3 (2025-26)	On the 2026 YVM survey, at least 83% of Oakridge students will respond favorably on the survey category student social, emotional, and mental health		
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.		

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.
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Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (Second Step) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation	Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	

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)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Engaged Workforce
Strategic Plan Goal Area	Engaged Workforce

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Strategic Plan Performance Objectives	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.		
Baseline Data	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)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2026 YVM survey, at least 83% of staff at our school will respond favorably on Staff Engagement & Workplace Climate			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	On the 2026 YVM survey, at least 75% of staff at our school will respond favorably on Staff Engagement & Workplace Climate		
Annual Performance Goal Year 2 (2024-25)	By 2025, on a school based survey, at least 80% of staff at our school will respond favorably on Staff Engagement & Workplace Climate		
Annual Performance Goal Year 3 (2025-26)	On the 2026 YVM survey, at least 83% of staff at our school will respond favorably on Staff Engagement & Workplace Climate		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-EW-4-Develop integrated approaches that promote employee health and wellness.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
"Staff Feature" in weekly internal newsletter	Sept-June	Mosaic Teacher	Principal and Asst. Principal bi-weekly lead teacher meetings
Reinstate compliment box and provide staff with handwritten notes (i.e. teacher-teacher; admin-teacher)	Sept-June	Instructional Lead Teacher	Principal and Asst. Principal bi-weekly lead teacher meetings
Administer staff survey to determine the types of recognition that staff value most	Sept-June	Instructional Lead Teacher	Principal and Asst. Principal bi-weekly lead teacher meetings
Admin will focus on strengthening the level of detail provided to staff in their evaluations	Sept-June	Principal and Asst. Principal	Principal and Asst. Principal bi-weekly lead teacher meetings
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-4- YVM Staff: Climate Results	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)
	Staff Survey		YVM

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	On the 2022 YVM, 83% favorable on Family Engagement	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal				
On the 2026 YVM survey, maintain 90% of families at our school responding favorably on Staff Engagement & Workplace Climate				
Annual Performance Goals				
Annual Performance Goal Year 1 (2023-24)	On the 2024 YVM survey, at least 90% of the families at our school will respond favorably on Partnerships: family engagement			
Annual Performance Goal Year 2 (2024-25)	By 2025, on a school-based survey, maintain at least 90% of the families responding favorably on Partnerships: family engagement			
Annual Performance Goal Year 3 (2025-26)	On the 2026 YVM survey, maintain 90% of families at our school responding favorably on Staff Engagement & Workplace Climate			
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

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<p>Action 1 (Welcoming All Families) *Oakridge will focus on Component 7: Bridging Difference of Race, Class & Culture, specifically: * Parents of all backgrounds are engaged in planning school activities and events * Interpreters are available for meetings and events * Continue ongoing Professional Learning on unconscious bias and practices that produce inequity</p>	Sept- June, ongoing	Admin, School leadership team	Principal and AP check-ins with FACE coordinator and PTA school coordinator
<p>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.</p>	Sept- June, ongoing	Admin, School leadership team	Principal and AP check-ins with FACE coordinator and PTA school coordinator
<p>Action 3 (Student Success): * Oakridge will focus on engaging and educating families on Families and Community Engagement (FACE) initiative and related practices to strengthen family and community engagement</p>	Sept- June, ongoing	Admin, School leadership team	Principal and AP check-ins with FACE coordinator and PTA school coordinator

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
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)
FACE Checklist		FACE Checklist	YVM

Goal #6	Science - Opportunity Gaps
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	Spr. 2023 SOL - All - 64% pass -Asian - 60% pass -Hispanic - 24% pass -Multiple Races - 50% pass -SWD- 45% pass -English Learners - 18% pass -Econ. Disadv. - 42%	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:			
Increase the overall pass rate from 64% to at least 68% -Increase the pass rate for Multiple Race from 63% to at least 72%. -Increase the pass rate for Asian from 60% to at least a 71%, -Increase the pass rate for Hispanic from 24% to at least a 61%, reducing the current gap by 40 to 13%. -Increase the pass rate for EL from 18% to at least a 59%, reducing the current gap by 46 to 14% -Increase the pass rate for SWD from 50% to at least a 69%, reducing the current gap by 14 to 5%. -Increase the pass rate for ED from 40% to at least a 64%, reducing the current gap from 24% to 10%.			
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: -Increase the overall pass rate from 64% to at least 68% -Increase the pass rate for Mixed Race from 50% to at least 59% reducing the current gap from 14% to at least a 9%, -Increase the pass rate for Asian from 60% to at least a 64%, gap remains at 4% -Increase the pass rate for Hispanic from 24% to at least a 42%, reducing the current gap from 40% to 25%. -Increase the pass rate for EL from 18% to at least a 39%, reducing the current gap from 46% to 29% -Increase the pass rate for SWD from 45% to at least a 55%, reducing the current gap from 19% to 12%. -Increase the pass rate for ED from 42% to at least a 53%, reducing the current gap from 22% to 14%.		
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: -Increase overall pass rate from 68% to at least 71%, -Increase the pass rate for Multiple Race from 66% to at least 69%, reducing the current gap from 6% to 5% -Increase the pass rate for Asian from 64% to at least a 68%, reducing the current gap from 4% to 3% -Increase the pass rate for Hispanic from 42% to at least a 53%, reducing the current gap from 26% to 18%. -Increase the pass rate for EL from 39% to at least a 51%, reducing the current gap from 29% to 20% -Increase the pass rate for SWD from 59% to at least a 65%, reducing the current gap from 9% to 6%. -Increase the pass rate for ED from 52% to at least a 60%, reducing the current gap from 16% to 11%.		

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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: -Increase overall pass rate from 71% to at least 74%, -Increase the pass rate for Multiple Race from 65% to at least 69%, reducing the current gap from 6% to 5%. -Increase the pass rate for Asian from 68% to at least a 71%, remains at 3%. -Increase the pass rate for Hispanic from 53% to at least a 61%, reducing the current gap from 18% to 13%. -Increase the pass rate for EL from 51% to at least a 60%, reducing the current gap from 20% to 14%. -Increase the pass rate for SWD from 63% to at least a 66%, reducing the current gap from 8% to 7%. -Increase the pass rate for ED from 61% to at least a 65%, reducing the current gap from 10% to 9%.		
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 science curriculum using district-wide adopted resources. * All elementary schools complete 3rd grade science performance assessments, as required by VDOE. * SBG elementary schools to follow curriculum pacing guides.	Sept-June, Ongoing	Admin, Science teachers (Gr. 3-5), All teachers (K-2)	Principal & AP with support from Science, ATSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
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. * Participate in weekly Science CLT.	Sept-June, Ongoing	Admin, Science teachers (Gr. 3-5), All teachers (K-2)	Principal & AP with support from Science, ATSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's
Tier 3 * Small group instruction - pre-teaching, reteaching, pull-out based on individual student need	Sept-June, Ongoing	Admin, Science teachers (Gr. 3-5), All teachers (K-2)	Principal & AP with support from Science, ATSS, EL, SPED- will monitor by conducting walkthroughs and observations, attending weekly CLT's

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Professional Learning - Coaching to support implementation of instructional practices and data analysis - Structures to support development of collective efficacy within the CLT/Grade Level	Sept-June, Ongoing	All staff	Principal & AP - weekly coaching check-ins, collaborating with weekly CLT's
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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-4- Science SOLs	Results of Progress (End of Year)	
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)