

**Abingdon- School Action Plan - 2023-24 to 2025-26**  
**Principal: David Horak**

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	Spring 2023 - Math SOL  All: 63% Black - Pass 38% (gap 25%) Hispanic - Pass 40% (gap 23%) EL - Pass 42% (gap 21%) SWD - Pass 24% (gap 39%) Econ. Disadv - Pass 48% (gap 15%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
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 38% to at least 65%, reducing the gap from 25% to 10% Hispanic - Increase pass rate from 40% to at least 65%, reducing the gap from 23% to 11% EL - Increase pass rate from 42% to at least 64%, reducing the gap from 21% to 12% SWD - Increase pass rate from 24% to at least 60%, reducing the gap from 39% to 16% Econ. Disadv. - Increase pass rate from 48% to at least 69%, reducing the gap from 15% to 7%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	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 38% to at least 50%, reducing the gap from 25% to 16% Hispanic - Increase pass rate from 40% to at least 53%, reducing the gap from 23% to 15% EL - Increase pass rate from 42% to at least 52%, reducing the gap from 21% to 13% SWD - Increase pass rate from 24% to at least 40%, reducing the gap from 39% to 24% Econ. Disadv. - Increase pass rate from 48% to at least 59%, reducing the gap from 15% to 9%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	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 50% to at least 59%, reducing the gap from 20% to 14% Hispanic - Increase pass rate from 53% to at least 61%, reducing the gap from 17% to 12% EL - Increase pass rate from 52% to at least 60%, reducing the gap from 18% to 13% SWD - Increase pass rate from 40% to at least 52%, reducing the gap from 30% to 21% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 11% to 8%		

# Abingdon- School Action Plan - 2023-24 to 2025-26

## Principal: David Horak

**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 59% to at least 65%, reducing the gap from 14% to 10%
- Hispanic - Increase pass rate from 61% to at least 65%, reducing the gap from 12% to 11%
- EL - Increase pass rate from 60% to at least 64%, reducing the gap from 13% to 12%
- SWD - Increase pass rate from 52% to at least 60%, reducing the gap from 21% to 16%
- Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 8% to 7%

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

### Action Steps

Action Steps	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>"Tier 1</p> <ul style="list-style-type: none"> <li>*Use reflection in math workshop to highlight mathematical identities and provide opportunities for student inclusion</li> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students.</li> <li>* Teacher will use all components of the 3 recommended math workshop structures.</li> </ul>	1	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>"Tier 2 Targeted In-Class Instruction</p> <ul style="list-style-type: none"> <li>* Targeted groups during workshop are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</li> <li>*Additional targeted small group instruction 2-5x weekly using research based programs/strategies, progress monitored and documented for students 1-2 years below grade level (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need)</li> <li>*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."</li> </ul>	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

## Abingdon- School Action Plan - 2023-24 to 2025-26

### Principal: David Horak

<p>"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."</p>	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Professional Learning: SIOP--all staff will be a part of a series of trainings based on the SIOP model that includes training in SIOP strategies, establishing a base of knowdge about ELD and co-teaching stratgies Co-teach strategies"</p>	4	ESSA Tier 3: Promising Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-3- Math SOLs	<b>Results of Progress (End of Year)</b>	Math SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
<p><b>School level-</b> NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p><b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p><b>School level</b> NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p><b>School level-</b> NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b> -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"</p>

<b>Goal #2</b>	<b>Reading - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	<p>Spring 2023 - SOL All Students - Pass 63% Black - Pass 63% (opp. gap%) Hispanic - Pass 38% EL - Pass 34% SWD - Pass 25% Econ. Disadv - Pass 46%</p>	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	

# Abingdon- School Action Plan - 2023-24 to 2025-26

## Principal: David Horak

### 3 Year Performance Goal

**READING SOL**

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 63% to at least a 72%, no gap
- Hispanic - Increase pass rate from 39% to at least a 65%, reducing the gap from 25% to 8%.
- EL - Increase pass rate from 35% to at least a 64%, reducing the gap from 29% to 9%.
- SWD - Increase pass rate from 26% to at least a 63%, reducing the gap from 38% to 11%.
- Econ. Disadv. - Increase pass rate from 46% to at least a 67%, reducing the gap from 18% to 6%.

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	<p>By June 2024, 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"> <li>Black - Increase pass rate from 63% to at least a 67%, eliminating the gap with All Students rate</li> <li>Hispanic - Increase pass rate from 39% to at least a 51%, reducing the gap from 25% to 16%.</li> <li>EL - Increase pass rate from 35% to at least a 48%, reducing the gap from 29% to 19%.</li> <li>SWD - Increase pass rate from 26% to at least a 43%, reducing the gap from 38% to 24%.</li> <li>Econ. Disadv. - Increase pass rate from 46% to at least a 56%, reducing the gap from 18% to 11%.</li> </ul>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<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"> <li>Black - Increase pass rate from 67% to at least 69%, no gap</li> <li>Hispanic - Increase pass rate from 51% to at least 59%, reducing the gap from 16% to 11%</li> <li>EL - Increase pass rate from 48% to at least 57%, reducing the gap from 19% to 13%</li> <li>SWD - Increase pass rate from 43% to at least 54%, reducing the gap from 24% to 16%</li> <li>Econ. Disadv. - Increase pass rate from 56% to at least 63%, reducing the gap from 11% to 7%</li> </ul>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<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"> <li>Black - Increase pass rate from 69% to at least 72%, no gap</li> <li>Hispanic - Increase pass rate from 59% to at least 65%, reducing the gap from 11% to 8%</li> <li>EL - Increase pass rate from 57% to at least 64%, reducing the gap from 13% to 9%</li> <li>SWD - Increase pass rate from 54% to at least 62%, reducing the gap from 16% to 11%</li> <li>Econ. Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 7% to 6%</li> </ul>

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

### Action Steps

Action Steps	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation

## Abingdon- School Action Plan - 2023-24 to 2025-26

### Principal: David Horak

<p>"Tier 1:</p> <ul style="list-style-type: none"> <li>* Implement Systematic Phonics Instruction in K-3 with fidelity (Foundations)</li> <li>* Implement CKLA in K-5 for language comprehension</li> <li>* Lexia to reinforce grade level foundation skills</li> <li>* Teach a routine to determine the gists of the texts - PACT</li> <li>* Practice in decodable and authentic texts</li> <li>* Utilize data from CKLA, Core Phonics and foundations unit assessments to drive instruction</li> <li>* Establish routine literacy coaching in Tier 1 settings"</li> </ul>	2	ESSA Tier 2: Moderate Evidence	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.
<p>"Tier 2:</p> <ul style="list-style-type: none"> <li>* Lexia recommended usage for structured literacy at students level</li> <li>* Lexia English for EL 1 and EL 2</li> <li>* Phonics Lesson Library</li> <li>* Bridge the Gap</li> <li>* Practice in decodable texts (Grades 4 &amp; 5)"</li> </ul>	2	ESSA Tier 2: Moderate Evidence	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.
<p>"Tier 3:</p> <ul style="list-style-type: none"> <li>* Structured literacy lessons in addition to core ELA block</li> <li>* Multisensory decoding/encoding lessons; repeated opportunities for practice</li> <li>* Wilson Just Words</li> <li>* Core Phonics Chip Kit</li> <li>* Before &amp; after school intervention: Lexia Lab, tutoring, etc.</li> <li>* Orton-Gillingham"</li> </ul>	3	ESSA Tier 1: Strong Evidence	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.
<p>Professional Learning</p> <ul style="list-style-type: none"> <li>* Training classroom teachers in providing small group intervention instruction</li> <li>* Professional development workshops on integrating SIOP strategies into classroom instruction (sentence stems, realia, visuals, content &amp; language objectives)</li> </ul>	4	ESSA Tier 3: Promising Evidence	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.

### 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><b>School level- DIBELS</b></p> <p><b>Teacher/CLT/Grade-</b></p> <ul style="list-style-type: none"> <li>-End of Unit [Mastery Connect]</li> <li>-Quarterly Assessments [Mastery Connect]</li> <li>-VGA for taught standards"</li> </ul>	<p><b>Teacher/CLT/Grade-</b></p> <ul style="list-style-type: none"> <li>-End of Unit [Mastery Connect]</li> <li>-Quarterly Assessments [Mastery Connect]</li> <li>-VGA for taught standards"</li> </ul>	<p><b>School level- DIBELS</b></p> <p><b>Teacher/CLT/Grade-</b></p> <ul style="list-style-type: none"> <li>-End of Unit [Mastery Connect]</li> <li>-Quarterly Assessments [Mastery Connect]</li> <li>-VGA for taught standards"</li> </ul>	<p><b>School level DIBELS</b></p> <p><b>Teacher/CLT/Grade-</b></p> <ul style="list-style-type: none"> <li>-End of Unit [Mastery Connect]</li> <li>-Quarterly Assessments [Mastery Connect]</li> <li>-VGA for taught standards"</li> </ul>

**Goal #3**

**Chronic Absenteeism**

## Abingdon- School Action Plan - 2023-24 to 2025-26

### Principal: David Horak

<b>Strategic Plan Goal Area</b>	Student Well-Being				
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.				
<b>Baseline Data</b>	21.12% of students were chronically absent in 2022-23	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 for VDOE School Quality Indicator Chronic Absenteeism		
<b>3 Year Performance Goal</b>					
By 2026, less than 15% of students will be chronically absent					
<b>Annual Performance Goals</b>					
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, less than 19% of students will be chronically absent				
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, less than 17% of students will be chronically absent				
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, less than 15% of students will be chronically absent				
<b>Strategic Plan Strategies</b>					
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.				
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.				
<b>Action Steps</b>					
<b>Action Steps</b>	<u><a href="#">Title I Schoolwide Component (1-4)</a></u>	<u><a href="#">ESSA Evidence Tier (1-4)</a></u>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
Use of Parent Square as an outreach to parents in their language, including bi-weekly parent attendance newsletters.	4	4	Sept-June	Principal and Social Worker	Administrative team with work with Social worker to ensure that attendance letters and ParentSquare communications are being sent in multiple languages
School-wide attendance assemblies that focus on goal setting, the importance of being on time and recognizing students.	3	3	Sept-June	Counselors and Social Worker	Administrative team will work with Mental Health Team to arrange assemblies with all appropriate staff attending
Fully implementing Responsive Classroom Morning Meetings and Second Step curriculum. Bringing parents in for a sample Morning Meeting to see the impact on their students	3	3	Sept-June	Behavior Specialist	RC Morning Meeting walkthroughs completed by Admin team twice a year
Regular attendance meetings between admin, social worker and attendance clerk with followups and attendance plans	1	3	Sept-June	Administration and Social Worker	Bi-weekly attendance meeting agendas
<b>Progress Monitoring</b>					

## Abingdon- School Action Plan - 2023-24 to 2025-26

### Principal: David Horak

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-14- Attendance	<b>Results of Progress (End of Year)</b>	Attendance Data
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
Attendance Data	Attendance Data	Attendance Data	Attendance Data

<b>Goal #4</b>	<b>Partnerships</b>		
<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	2022- YVM - % Favorable response  Someone at school to go to 86% Learning opportunities for child's academic achievement 90% Supportive is need help asking for needs 89% Learning opportunities about child well-being 79% How well staff communicate with you 74% How well child's teacher is a partner 79%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By June 2026, at least 90% of families will respond favorably on student and family engagement on the Your Voice Matters Survey			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, 88% of families will respond favorably.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, 89% of families will respond favorably.		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026 at least 90% of families will respond favorably		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			

## Abingdon- School Action Plan - 2023-24 to 2025-26

### Principal: David Horak

Action Steps	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Action 1 (Welcoming All Families)</b> We will work on advocating for every student to develop a personal learning plan, holding student led conferences, and connecting families with resources.	1	ESSA Tier 3: Promising Evidence	September and October	FACE lead and the FACE team	FACE checklist completion reviewed in the FACE meeting
<b>Action 2 (Communicating Effectively):</b> * Utilize ParentSquare as a 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.	3	ESSA Tier 3: Promising Evidence	September through June	Administration and FACE team	Administration monitoring ParentSquare usage
<b>Action 3 (Student Success):</b> Provide parents with tips and resources to help students learn, and share curriculum and student progress with after school programs	3	ESSA Tier 3: Promising Evidence	Once per quarter through June	FACE lead and the FACE team	Administration meeting with FACE team

### 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)
Sign in sheets for PTA and attendance reports from night events. FACE checklist data	MOY survey of parents at PTA meeting in February	Sign in sheets for PTA and attendance reports from night events. FACE checklist data	YVM survey

Goal #5	Science SOL
<b>Strategic Plan Goal Area</b>	Student Success
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.



## Abingdon- School Action Plan - 2023-24 to 2025-26

### Principal: David Horak

<b>Baseline Data</b>	Spring 2023 - SOL Pass % (opp. gap%)  Black - 31% (23%) Hispanic - 38% (16%) EL - 25% (29%) SWD - 23% (31%) Econ. Disadv. - 33% (21%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
----------------------	--	---	--

### 3 Year Performance Goal

#### SCIENCE SOL

By 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 (Spr. 2023 pass rate) 31% to at least a 64%, reducing the gap from 23% to 5%
- Hispanic - Increase pass rate from (Spr. 2023 pass rate) 38% to at least a 65%, reducing the gap from 16% to 3%
- EL - Increase pass rate from (Spr. 2023 pass rate) 25% to at least a 62%, reducing the gap from 29% to 7%
- SWD - Increase pass rate from (Spr. 2023 pass rate) 23% to at least a 61%, reducing the gap from 31% to 8%
- Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 33% to at least a 64%, reducing the gap from 21% to 5%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from (Spr. 2023 pass rate) 31% to at least a 46%, reducing the gap from 23% to 15% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 38% to at least a 51%, reducing the gap from 16% to 11% EL - Increase pass rate from (Spr. 2023 pass rate) 25% to at least a 43%, reducing the gap from 29% to 19% SWD - Increase pass rate from (Spr. 2023 pass rate) 23% to at least a 42%, reducing the gap from 31% to 20% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 33% to at least a 48%, reducing the gap from 21% to 14%
---	--

<b>Annual Performance Goal Year 2 (2024-25)</b>	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 (Spr. 2023 pass rate) 46% to at least a 56%, reducing the gap from 16% to 10% Hispanic - Increase pass rate from (Spr. 2023 pass rate) 51% to at least a 59%, reducing the gap from 11% to 6% EL - Increase pass rate from (Spr. 2023 pass rate) 43% to at least a 54%, reducing the gap from 19% to 12% SWD - Increase pass rate from (Spr. 2023 pass rate) 42% to at least a 53%, reducing the gap from 20% to 12% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 48% to at least a 57%, reducing the gap from 14% to 8%
---	--

## Abingdon- School Action Plan - 2023-24 to 2025-26

### Principal: David Horak

**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 (Spr. 2023 pass rate) 56% to at least a 63%, reducing the gap from 9% to 5%
- Hispanic - Increase pass rate from (Spr. 2023 pass rate) 59% to at least a 65%, reducing the gap from 6% to 3%
- EL - Increase pass rate from (Spr. 2023 pass rate) 54% to at least a 62%, reducing the gap from 11% to 7%
- SWD - Increase pass rate from (Spr. 2023 pass rate) 53% to at least a 61%, reducing the gap from 20% to 12%
- Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 57% to at least a 64%, reducing the gap from 8% to 5%

#### 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	<a href="#">Title I Schoolwide Component (1-4)</a>	<a href="#">ESSA Evidence Tier (1-4)</a>	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 - Complete unit benchmark assessments. - 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."	1	ESSA Tier 4: Demonstrates a Rationale	Sept- June, Ongoing	- Grade Level Teachers - Exemplary Project Teacher (Science Lab) - Administrators	Principal & APs with support from ATSS, ELA, SPED & Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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.	2	ESSA Tier 3: Promising Evidence	Sept- June, Ongoing	- Grade Level Teachers - Exemplary Project Teacher (Science Lab) - Administrators	Principal & APs with support from ATSS, ELA, SPED & Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 - 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.	2	ESSA Tier 3: Promising Evidence	Sept- June, Ongoing	- Grade Level Teachers - Exemplary Project Teacher (Science Lab) - Administrators	Principal & APs with support from ATSS, ELA, SPED & Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning - Teachers will be observed and provided targeted feedback through the SCOT (Science Classroom Observation Tool) - Complete all training for county level resources (STEMscopes, Generation Genius, and Legends of Learning)	4	ESSA Tier 3: Promising Evidence	August 17 VDOE Training on SCOT Sept- June, Ongoing	- Grade Level Teachers - Exemplary Project Teacher (Science Lab) - Administrators	Principal & APs with support from ATSS, ELA, SPED & Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.

#### Progress Monitoring

**Strategic Plan Measures (Dropdown) - To determine if goal was achieved**

M-SS-4- Science SOLs

**Results of Progress (End of Year)**

SOL

**Abingdon- School Action Plan - 2023-24 to 2025-26**  
**Principal: David Horak**

<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
<p><b>School wide</b>            Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b>            -Third Grade Alternative (Performance) Assessments            -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p><b>School wide</b>            Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b>            -Third Grade Alternative (Performance) Assessments            -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p><b>School wide</b>            Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b>            -Third Grade Alternative (Performance) Assessments            -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p><b>School wide</b>            Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b>            -Third Grade Alternative (Performance) Assessments            -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>