

Dr. Charles R. Drew - School Action Plan - 2023-24 to 2025-26
Principal: Tracy Gaither

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- Math All Students - 55% Asian -77% Black - 42% Hispanic - 56% Multiple - 67% White - 74% EL - 48% SWD - 32% Econ. Disadv. - 50%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>MATH SOL By 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase pass rate from 55% to at least 70%. Asian - Increase pass rate from 77% to at least a 83% Black - Increase pass rate from 42% to at least a 64%, reducing the gap from 13% to 6% Hispanic - Increase pass rate from 56% to at least a 70% Multiple - Increase pass rate from 67 % to at least a 71 % White - Increase pass rate from 74% to at least a 81% EL - Increase pass rate from 48% to at least a 67%, reducing the gap from 7% to 3% SWD - Increase pass rate from 32% to at least a 61%, reducing the gap from 23% to 9% Econ. Disadv. - Increase pass rate from 50% to at least a 70%, closing the gap</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>All Students - Increase pass rate from 55% to at least 62%. Asian - Increase pass rate from 77% to at least a 79% Black - Increase pass rate from 42% to at least a 53%, reducing the gap from 13% to 9% Hispanic - Increase pass rate from 56% to at least a 63% Multiple - Increase pass rate from 67 % to at least a 70 % White - Increase pass rate from 74% to at least a 77 % EL - Increase pass rate from 48% to at least a 57 %, reducing the gap from 7% to 5% SWD - Increase pass rate from 32% to at least a 47%, reducing the gap from 23% to 15% Econ. Disadv. - Increase pass rate from 50% to at least a 59%, reducing the gap from 5 % to 4%</p>		

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<p align="center">Annual Performance Goal Year 2 (2024-25)</p>	<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>All Students- Increase pass rate from 62% to at least 66%. Asian- Increase pass rate from 79% to at least a 81% Black - Increase pass rate from 53% to at least a 61%, reducing the gap from 9% to 5% Hispanic - Increase pass rate from 63% to at least a 67% Multiple- Increase pass rate from 70 % to at least a 73 % White - Increase pass rate from 77% to at least a 79 % EL - Increase pass rate from 57% to at least a 64 %, reducing the gap from 5% to 2% SWD - Increase pass rate from 47% to at least a 57%, reducing the gap from 15% to 9% Econ. Disadv. - Increase pass rate from 59% to at least a 65%, reducing the gap from 3% to 1%</p>
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<p align="center">Annual Performance Goal Year 3 (2025-26)</p>	<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>All Students- Increase pass rate from 66% to at least a 70% Asian- Increase pass rate from 81% to at least a 83% Black - Increase pass rate from 60% to at least a 64% Hispanic - Increase pass rate from 66% to at least a 70%, closing the gap Multiple- Increase pass rate from 68% to at least a 71 %, reducing the gap from 3% to 3% White - Increase pass rate from 79% to at least a 81% EL - Increase pass rate from 63 % to at least a 67% SWD - Increase pass rate from 53% to at least a 61%, reducing the gap from 12% to 9% Econ. Disadv. - Increase pass rate from 66% to at least a 70%, closing the gap</p>
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Strategic Plan Strategies

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

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 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 math block. 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. 	2	ESSA Tier 4: Demonstrates a Rationale	Sept - June, ongoing	Admin, 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.
<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 [K,1], 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. 	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Admin, 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.
<p>Tier 3</p> <ul style="list-style-type: none"> * 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 [K,1]) * 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. 	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Admin, 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.
<p>Professional Learning:</p> <ul style="list-style-type: none"> * Math Coach and Math Interventionist provide professional learning in intervention programs * Math Coach provide targeted training to teachers who will provide intervention support 	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, 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.

Progress Monitoring

<p>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</p>	M-SS-3- Math SOLs	<p>Results of Progress (End of Year)</p>	Math SOL
<p>Evidence of Progress toward Annual Goal (MP1)</p>	<p>Evidence of Progress toward Annual Goal (MP2)</p>	<p>Evidence of Progress toward Annual Goal (MP3)</p>	<p>Evidence of Progress toward Annual Goal (MP4)</p>

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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	Spring 2023 - SOL- Reading All Students- 52% Asian- 69% Black - 46 % Hispanic - 46% Multiple- 67% White - 74% EL - 41% SWD - 26% Econ. Disadv. - 49%	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 performance rating for VDOE school quality indicator English (Achievement Gaps)
3 Year Performance Goal			
READING SOL By 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students- Increase pass rate from 52% to at least a 69% Asian- Increase pass rate from 77% to at least a 83% Black - Increase pass rate from 46 % to at least a 67%, reducing the gap from 6% to 3% Hispanic - Increase pass rate from 46% to at least a 67%, reducing the gap from 6% to 3% Multiple- Increase pass rate from 60% to at least a 73% White - Increase pass rate from 74% to at least a 81%. EL - Increase pass rate from 40% to at least a 64%, reducing the gap from 12% to 5% SWD - Increase pass rate from 21% to at least a 61%, reducing the gap from 31% to 9% Econ. Disadv. - Increase pass rate from 50% to at least a 69%			

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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:

- All Students- Increase pass rate from 52% to at least a 60%
- Asian- Increase pass rate from 69% to at least a 72%
- Black - Increase pass rate from 46% to at least a 56%, reducing the gap from 6% to 4%
- Hispanic - Increase pass rate from 46% to at least a 56%, reducing the gap from 6% to 4%
- Multiple- Increase pass rate from 67% to at least a 70%
- White - Increase pass rate from 74% to at least a 77%.
- EL - Increase pass rate from 41% to at least a 53%, reducing the gap from 11% to 8%
- SWD - Increase pass rate from 26% to at least a 43%, reducing the gap from 26% to 17%
- Econ. Disadv. - Increase pass rate from 49% to at least a 58%, reducing the gap from 3% to 2%

**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:

- All Students- Increase pass rate from 60% to at least a 64%
- Asian- Increase pass rate from 72% to at least a 75%
- Black - Increase pass rate from 56% to at least a 63%, reducing the gap from 4% to 1%
- Hispanic - Increase pass rate from 56% to at least a 63%, reducing the gap from 4% to 1%
- Multiple- Increase pass rate from 70% to at least a 73%
- White - Increase pass rate from 77% to at least a 79%
- EL - Increase pass rate from 53% to at least a 61%, reducing the gap from 7% to 4%
- SWD - Increase pass rate from 43% to at least a 54%, reducing the gap from 17% to 10%
- Econ. Disadv. - Increase pass rate from 58% to at least a 65%

**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:

- All Students- Increase pass rate from 66% to at least a 69%
- Asian- Increase pass rate from 81% to at least a 83%
- Black - Increase pass rate from 63% to at least a 67%,
- Hispanic - Increase pass rate from 63% to at least a 67%
- Multiple- Increase pass rate from 70% to at least a 73%
- White - Increase pass rate from 79% to at least a 81%
- EL - Increase pass rate from 60% to at least a 64%, reducing the gap from 6% to 5%
- SWD - Increase pass rate from 53% to at least a 61%, reducing the gap from 13% to 8%
- Econ. Disadv. - Increase pass rate from 65% to at least a 69%

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	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) * Implement CKLA in K-5 for language comprehension * Regular DIBELS progress monitoring for students who have met or exceeded the benchmark * Provide opportunities for EL and SpEd teachers to collaborate with Reading Coach or grade-level CLT * Support CLTs in pacing lessons based on SOL scope and sequence of enduring understandings, utilizing curricular resources as appropriate * Lexia recommended usage for structured literacy at students level 	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	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"> * Lexia English for EL 1 and EL 2 * In addition to the regular ELA block, provide intensive small group instruction meeting 4-5x weekly using research based programs/strategies, and regular progress monitoring. (Phonics Lessons Library Grades 1-5, 95% Group Literacy Interventions) 	2	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	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"> * In addition to the regular ELA block, provide intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, and regular progress monitoring. (Phonics Lessons Library Grades 1-5, 95% Group Literacy Interventions) * Multisensory decoding/encoding lessons; repeated opportunities for practice 	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	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"> * Contextualize CLT dialogues and professional learning in standards of learning and power standards, also articulating alignment to standards-based grading system. * The reading specialist will provide intervention training to EL, SPED, and academic coaches. * Provide staff training pertaining to the Science of Reading * Quarterly data dive to analyze student mastery of standards 	1	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	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>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>School level DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>

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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 -Chronic Absenteeism - 23.66%	Identify if goal is required based on state or federal requirements, or other guidelines		"Level 2 performance rating for VDOE school quality indicator Chronic Absenteeism	
3 Year Performance Goal					
By 2026, Chronic Absenteeism will be reduced from 23.6% to 15%					
Annual Performance Goals					
Annual Performance Goal Year 1 (2023-24)	By June 2024, Chronic Absenteeism will be reduced to at least 21%				
Annual Performance Goal Year 2 (2024-25)	By June 2025, Chronic Absenteeism will be reduced to at least 18%				
Annual Performance Goal Year 3 (2025-26)	By June 2026, Chronic Absenteeism will be reduced to at least 15%				
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-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.				
Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Social Emotional * Implement SEL curricular resource (Responsive Classroom) * 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 at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-5 * Cultivate empathy and compassion in students by encouraging them to understand and value the feelings and perspectives of others. (Responsive Classroom)	3, 4	1	Sept-June, Ongoing	Principal & AP, SEL Lead, School Counselor, Social Worker, Data Coach, Classroom Teachers	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.

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<p>Academic * 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. * Support students in taking responsibility for their actions and academic progress, promoting a sense of accountability within the classroom community. * Teach students effective problem-solving skills, empowering them to approach challenges with a systematic and thoughtful mindset.</p>	3, 4	1	Sept-June, Ongoing	Principal & AP, School Counselor, Social Worker, Student Support Coordinator, School Psychologist,	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.
<p>Parent Engagement * Establish a school-based mental and behavioral health team that will delliver three parent workshops throughout the school year to provide families with positive behavior strategies * Organize family activities that promote encourage volunteering, recognizing cultures and attending school events.</p>	3, 4	1	Sept-June, Ongoing	Principal & AP, School Counselor, Social Worker, Student Support Coordinator, School Psychologist, Bilingual Family Specialists	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.
<p>Professional Learning 1) School leadership team & SEL Lead teacher will model Morning Meeting structure and facilitation and provide coaching throughout the SY at staff meetings and CLTs 2) Student Services staff will participate in training on Tier 2 & 3 interventions (i.e. Zones of Regulation, etc.) 3) SEL Lead and Climate & Culture Committee will model Responsive Classroom strategies at each staff meeting</p>	3, 4	1	Sept-June, Ongoing	Principal & AP, SEL Lead, School Counselor, Social Worker,, Instructional Lead Teacher	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-14- Attendance	Results of Progress (End of Year)	Attendance data
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)
Monthly Review of Attendance dashboard	Monthly Review of Attendance	Monthly Review of Attendance	Monthly Review of Attendance

Goal #4	Partnerships
Strategic Plan Goal Area	Partnerships

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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	<p>""FAVORABLE parent/guardian responses on the YVM 2022 Survey:</p> <p>82% to questions in the category ""Partnerships: Family Engagement"" overall 56% to scheduling being a barrier to engagement 63% learning opportunities about supporting child's well-being 66% how well teachers and staff communicate with them 71% how well teachers partner with them to support child's learning 75% to childcare being a barrier to engagement 88% to lack of awareness of events being a barrier to engagement 88% to feeling welcome being a barrier to engagement 88% learning opportunities about supporting child's academic achievement</p> <p>YVM2022 Partnerships: Family Engagement summary data *Note some data support continuing effective strategies/actions *90% can identify someone to go to with questions about child *90% to language being a barrier to engagement *90% to transportation being a barrier to engagement"</p>	<p>Identify if goal is required based on state or federal requirements, or other guidelines</p>			Title 1
3 Year Performance Goal					
By June 2026, on the Spring 2026 YVM, maintain at least 90% favorable response on the Partnerships: Family Engagement					
Annual Performance Goals					
Annual Performance Goal Year 1 (2023-24)	By June 2024, on the Spring 2024 YVM, achieve 90% favorable response on the Partnerships: Family Engagement				
Annual Performance Goal Year 2 (2024-25)	By June 2025, on a school-based survey maintain at least 90% favorable response on the Partnerships: Family Engagement				
Annual Performance Goal Year 3 (2025-26)	By June 2026, on the Spring 2026 YVM, maintain at least 90% favorable response on the Partnerships: Family Engagement				
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	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation

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<p>Action 1 (Supporting Student Success) * Under the FACE Checklist we will be SUPPORTING STUDENT SUCCESS by hosting interactive workshops for families about the American school system and key avenues to engage in their child's school/educational setting. * Host at least four parent workshops/information/training sessions that directly support student success (i.e., sessions that support academic achievement in the priority areas listed in the school action plan.)</p>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.
<p>Action 2 (Welcoming All Families): -Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as: -integrated meals, child care, and transportation; -multilingual engagement, including translation, varied language of engagement, and/or interpretation; and -flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)</p>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.
<p>Action 3 (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>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.

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<p>Action 4: (Communicating Effectively): Reinforce the foundations of School-Family partnership by</p> <ul style="list-style-type: none"> • collaboratively reviewing our School-Family Partnership Principles with SY23-24 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding • collecting input from our SY23-24 community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year • publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (weekly Principal update, school calendar, etc.) • designing opportunities for timely information sharing, input and collaboration in articulating school priorities, two-way communication about child's learning and learning opportunities, home-based strategies for student success that center the student experience and coordination with in-school learning, and connection to resources. 	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	<p>*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.</p>
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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)
Exit Tickets, FACE checklist	Exit Tickets, FACE checklist	Exit Tickets, FACE checklist	YVM

Goal #5	Science 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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<p align="center">Baseline Data</p>	<p>Spring 2023 - Science SOL - pass rates</p> <p>All Students- 40% Asian- 80% Black - 24% Hispanic - 38% White - 67% EL -25% SWD -0% Econ. Disadv. - 39%</p>	<p align="center">Identify if goal is required based on state or federal requirements, or other guidelines</p>	<p>"Level 2 performance rating for VDOE school quality indicator for Science</p>
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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:

- All Students- Increase pass rate from 40% to at least a 66%
- Asian- Increase pass rate from 80% to at least a 86%
- Black - Increase pass rate from 24% to at least a 62%, reducing the gap from 18% to 4%
- Hispanic - Increase pass rate from 38% to at least a 65%, reducing the gap from 2% to 1%
- Multiple- Increase pass rate from 100%
- White - Increase pass rate from 67% to at least a 76%
- EL - Increase pass rate from 25% to at least a 63%, reducing the gap from 15% to 3%
- SWD - Increase pass rate from 0% to at least a 56%, reducing the gap from 40% to 10%
- Econ. Disadv. - Increase pass rate from 39% to at least a 65%, reducing the gap from 1% to 1%

Annual Performance Goals

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

- All Students- Increase pass rate from 40% to at least a 52%
- Asian- Increase pass rate from 80% to at least a 82%
- Black - Increase pass rate from 24% to at least a 42%, reducing the gap from 16% to 10%
- Hispanic - Increase pass rate from 38% to at least a 51%, reducing the gap from 2% to 1%
- Multiple- Increase pass rate from 100%
- White - Increase pass rate from 67% to at least a 70%
- EL - Increase pass rate from 25% to at least a 43%, reducing the gap from 15% to 9%
- SWD - Increase pass rate from 0% to at least a 30%, reducing the gap from 40% to 22%
- Econ. Disadv. - Increase pass rate from 39% to at least a 51%, reducing the gap from 1% to 1%

**Annual Performance Goal
 Year 1 (2023-24)**

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<p align="center">Annual Performance Goal Year 2 (2024-25)</p>	<p>By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students- Increase pass rate from 52% to at least a 60% Asian- Increase pass rate from 82% to at least a 84% Black - Increase pass rate from 42% to at least a 53%, reducing the gap from 10% to 7% Hispanic - Increase pass rate from 51% to at least a 59%, reducing the gap from 1% to 1% Multiple- Increase pass rate from 100% White - Increase pass rate from 70% to at least a 73% EL - Increase pass rate from 43% to at least a 54%, reducing the gap from 9% to 6% SWD - Increase pass rate from 30% to at least a 46%, reducing the gap from 22% to 14% Econ. Disadv. - Increase pass rate from 51% to at least a 60%, reducing the gap from 1% to 1%</p>
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<p align="center">Annual Performance Goal Year 3 (2025-26)</p>	<p>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students- Increase pass rate from 62% to at least a 66% Asian- Increase pass rate from 84% to at least a 86% Black - Increase pass rate from 55% to at least a 62%, reducing the gap from 7% to 3% Hispanic - Increase pass rate from 61% to at least a 65%, reducing the gap from 1% to 1% Multiple- Increase pass rate from 100% White - Increase pass rate from 73% to at least a 76% EL - Increase pass rate from 56% to at least a 63%, reducing the gap from 6% to 3% SWD - Increase pass rate from 46% to at least a 56%, reducing the gap from 16% to 10% Econ. Disadv. - Increase pass rate from 60% to at least a 64%, reducing the gap from 2% to 2%</p>
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Strategic Plan Strategies

<p>Strategic Plan Strategies- PRIMARY</p>	<p>S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.</p>
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<p>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</p>	
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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
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<p>Tier 1:</p> <ul style="list-style-type: none"> - dedicated science word walls/glossary in each classroom that are placed in a visible location in the classroom and accessible to students throughout the lesson - integrate science standards in art, music, and physical education - ensure SWD participate in GenEd setting with support as needed (co-teaching with EL or SpEd teachers if required) - quarterly vertical articulation meeting for Grades 3-5 - utilize community partners to provide authentic science experiments aligned to our science standards of learning - Enhance quarterly planning meetings for Grades 4 and 5 Science CLT and central office Science Specialist to include modeling of effective use of data to drive instructional decisions - Create structured opportunities for Science CLT's co-plan with EL, SPED, and RTG to develop lessons that differentiate instruction to meet and appropriately challenge all students - Work collaboratively with the Elementary Science Specialist to develop and implement professional learning for staff on lesson development that explicitly address the VDOE K-5 Science curriculum framework for both content and cognition as well as vocabulary development, differentiation, and connection to the 5Cs - Develop a professional learning plan focused on lesson planning and instructional delivery to explicitly address the needs of diverse learners for the teachers participating in the Science CLT 	2, 3		4 Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2:</p> <ul style="list-style-type: none"> - utilize study guides to review standards - incorporate family engagement opportunities to apply science objectives 	2, 3		4 Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3:</p> <ul style="list-style-type: none"> - small groups interventions 2-3x per week based on unit data 	2, 3		4 Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Professional Development:</p> <ul style="list-style-type: none"> - incorporate professional development, in conjunction with the science lead teacher and science office, about best instructional practice to utilize science resources and curriculum 	2, 3		4 1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal & APs will support with 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)	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)

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<p>School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p>School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p>School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) "</p>	<p>School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>
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