

Alice West Fleet - School Action Plan - 2023-2024 to 2025-26

Principal: Jennifer Gildea

Goal #1	Math - 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.		
Baseline Data	Spring 2023 - SOL - Math All Students- Pass 79% Asian- Pass 89% Black- Pass 81% Multiple Races- Pass 94% White- Pass 88% Hispanic - Pass 61% (opp. gap 18%) EL - Pass 67% (opp. gap 12%) SWD - Pass 59% (opp. gap 20%) Econ. Disadv - Pass 68% (opp. gap 11%)	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 Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 61% to at least 72%, reducing the gap from 18% to 12% EL - Increase pass rate from 67% to at least 76%, reducing the gap from 12% to 7% SWD - Increase pass rate from 59% to at least 73%, reducing the gap from 20% to 11% Econ. Disadv. - Increase pass rate from 68% to at least 78%, reducing the gap from 11% to 6%			
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: Hispanic - Increase pass rate from 61% to at least 66%, reducing the gap from 19% to 17% EL - Increase pass rate from 67% to at least 73%, reducing the gap from 14% to 13% SWD - Increase pass rate from 59% to at least 63%, reducing the gap from 23% to 18% Econ. Disadv. - Increase pass rate from 68% to at least 73%, reducing the gap from 11% to 10%		
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: Hispanic - Increase pass rate from 66% to at least 69%, reducing the gap from 15% to 14% EL - Increase pass rate from 70% to at least 73%, reducing the gap from 11% to 10% SWD - Increase pass rate from 63% to at least 67%, reducing the gap from 18% to 16% Econ. Disadv. - Increase pass rate from 73% to at least 76%, reducing the gap from 8% to 7%		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 14% to 13%</p> <p>EL - Increase pass rate from 73% to at least 76%, reducing the gap from 10% to 9%</p> <p>SWD - Increase pass rate from 67% to at least 73%, reducing the gap from 16% to 14%</p> <p>Econ. Disadv. - Increase pass rate from 76% to at least 78%, reducing the gap from 7% to 6%</p>		
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	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. * Tracking, analyzing, and using important data during CLT including math screenin data progression in grades K-5. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Interventionist	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, 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. *Spiral reivew targeting power standards 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach, Interventionist	

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<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 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. *Use the checklist in the curriculum documents</p>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach, Interventionist</p>	
<p>Professional Learning: *Math Workshop and other PDs provided by APS *Professional learning provided by coaches *CLT strategic planning, especially around using data *Anchor charts continuum by grade level *Specific lessons in classrooms about how and why we use Dreambox</p>	<p>Sept - June, ongoing</p>	<p>Administrators, Math Coach</p>	<p>Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles</p>

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	Results of Progress (End of Year)	Math SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions</p>	<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions -Mid-year APS assessment will be a good indication of the student's retention of standards we have taught.</p>	<p>School level NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions</p>	<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions"</p>

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Goal #2	Reading - 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.		
Baseline Data	Spring 2023 - SOL - English (Preliminary) All Students- Pass 78% Asian- Pass 84% Black- Pass 78% Multiple Race- Pass 94% White- Pass 90% Hispanic - Pass 58% (opp. gap 20%) EL - Pass 57% (opp. gap 21%) SWD - Pass 51% (opp. gap 27%) Econ. Disadv - Pass 68% (opp. gap 10%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 58% to at least 75%, reducing the gap from 20% to 11% EL - Increase pass rate from 57% to at least 76%, reducing the gap from 21% to 10% SWD - Increase pass rate from 51% to at least 69%, reducing the gap from 27% to 15% Econ. Disadv. - Increase pass rate from 68% to at least 78%, reducing the gap from 10% to 5%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 58% to at least 66%, reducing the gap from 20% to 15% EL - Increase pass rate from 57% to at least 66%, reducing the gap from 21% to 17% SWD - Increase pass rate from 51% to at least 60%, reducing the gap from 27% to 20% Econ. Disadv. - Increase pass rate from 68% to at least 73%, reducing the gap from 10% to 9%</p>		
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 66% to at least 70 %, reducing the gap from 14 % to 13 % EL - Increase pass rate from 66 % to at least 71 %, reducing the gap from 14 % to 13% SWD - Increase pass rate from 60% to at least 65%, reducing the gap from 20% to 18% Econ. Disadv. - Increase pass rate from 73% to at least 76%, reducing the gap from 7% to 6%</p>		

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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> <p>Hispanic - Increase pass rate from 70% to at least 75 %, reducing the gap from 12% to 11% EL - Increase pass rate from 71% to at least 76%, reducing the gap from 11% to 10% SWD - Increase pass rate from 65% to at least 69%, reducing the gap from 17% to 15% Econ. Disadv. - Increase pass rate from 76% to at least 78%, reducing the gap from 6% to 5%</p>
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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in K-5 for language comprehension *Implement Heggerty for phonemic awareness *Engage families in literacy work throu *Strategic ELA block that incorporates phonics, CKLA, and small group instruction	Sept-June, ongoing	Admin, All Classroom Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 *Phonics Lesson Library- basic, advanced, multisyllable based upon Core Phonics Survey *Bridge the Gap phonemic awareness in grades 3-5 *Use of DIBELS and other surveys to create flexible small groups during core instruction * Targeted intervention based upon diagnostic testing * Use co-teaching strategies while also identifying and implementing flexible groups for target Tier 1 small groups and Tier 2/3 Interventions with progress monitoring * Falcon time Interventions and extensions	Sept-June, ongoing	Admin, All Classroom Teachers, Reading Specialist,	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * Lexia Lab *Small group targeted instruction using Core Phonics survey to identify targeted skills	Sept-June, ongoing	Admin, All Classroom Teachers, Reading Specialist,	
Professional Learning *Building teacher capacity with student-centered coaching cycles *Decodeable training			

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
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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)
School level- DIBELS and DIBELS progress monitoring 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	YVM (2022) Student Well-Being: Student Social, Emotional, Mental Health- 57% favorable response	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 80% of Alice West Fleet students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health

Annual Performance Goals	
Annual Performance Goal Year 1 (2023-24)	On the 2024 YVM survey, at least 75% of Alice West Fleet students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health
Annual Performance Goal Year 2 (2024-25)	On the school-based survey, at least 77% of Alice West Fleet students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health
Annual Performance Goal Year 3 (2025-26)	On the 2026 YVM survey, at least 80% of Alice West Fleet students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.
Action Steps	

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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions (mental health team and RC committee) * 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 weekly reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * Establish attendance goals and support for students and families to increase attendance of students missing more than 10 days.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Establish a school-based mental and behavioral health team that meets weekly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	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	

Goal #4	Student Well-Being - Inclusion
Strategic Plan Goal Area	Student Well-Being
Strategic Plan Performance Objectives	PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.

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Baseline Data	2022-23 (EOY)- 63% of SWD are spending 80% of school day in Gen. Ed setting	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, at least 80% of SWD will spend 80% or more of school day in general education setting.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 70% of SWD will spend 80% or more of school day in general education setting.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 75% of SWD will spend 80% or more of school day in general education setting.		
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 80% of SWD will spend 80% or more of school day in general education setting.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Whole staff book study and PD facilitated by lead teachers	Sept-February	Grade level leads, SSC, Admin, all teachers	Principal and leadership team will review LRE data, Staff Agendas, Lead teacher meetings
CLT agenda- co-teaching models and planning outlines	Sept- June	Coaches, admin, classroom teachers	
Master Schedules and Class Groupings to maximize inclusion opportunities	August-Sept	Classroom teacher, Admin, Counselors	
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-6- % of time SPED students spend in GenEd environments	Results of Progress (End of Year)	
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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LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard
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Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Baseline Data	Partnerships: Family Engagement- 82% favorable response in YVM survey 2022	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2026 YVM survey, maintain at least 90% of the families at our school responding favorably on student and family engagement:			
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 student and family engagement:		
Annual Performance Goal Year 2 (2024-25)	On a school-based survey, maintain at least 90% of the families at our school responding favorably on student and family engagement:		
Annual Performance Goal Year 3 (2025-26)	On the 2026 YVM survey, maintain at least 90% of the families at our school responding favorably on student and 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	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) * We will expand our shining stars mentoring program by increasing collaboration with caregivers throughout the school year. * We will provide access to family resources throughout the school and virtually focused on social emotional learning.	Sept- June, ongoing	All Staff	

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<p>Action 2 (Communicating Effectively): * 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. (flow chart) * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.</p>	<p>Sept- June, ongoing</p>	<p>All staff</p>	<p>Admin will monitor by reviewing Parent Square activity, monthly review of committee work of community sustainability and engagement, PTA bi montly meetings with academic presentations, Academic Nights attendance,</p>
<p>Action 3 (Student Success): Support students in K-5 achieve academic success by collaborating with families so that they are informed about what their studentsby sharing academic progress and data, provide parents with tips and resources to help students learn, and share curriculum and student progress with after school programs examples include: *Host at least 2 learning celebrations open house style school wide on a half-day - (goal would be for every grade level to do 2 learning celebrations, consistent template for grade levels on smart board) *Consider a March/Spring Student led conferences (grades 4-5, possibly trickle down to younger grades) *Parent Square on how school work is shared and grade level common academic feedback *Student work is posted in the classrooms and hallways * Monthly PTA parent education nights focusing social emotional learning and academic success</p>	<p>Sept- June, ongoing</p>	<p>All staff</p>	

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)
attendance at events, participation and resonses through parentsquare, p/t attendance	Mid point parent survey	attendance at events, participation and resonses through parentsquare, p/t attendance	YVM survey 2024