

ASFS - School Action Plan - School Year 2024-25 to 2026-27
Principal: Gina Miller

Goal #1

Math - SOL

Strategic Plan Goal Area

Student Academic Growth & Success

Strategic Plan Performance Objectives

PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.

Baseline Data

Spring 2024 -SOL - Math

All Students: 88%
 Black - Pass 77% (opp. Gap 11%)
 Hispanic - Pass 63% (opp. gap 23%)
 EL - Pass 61% (opp. gap 27%)
 SWD - Pass 54 % (opp. gap 34%)
 Econ. Disadv - Pass 70% (opp. Gap 18%)

Identify if goal is required based on state or federal requirements, or other guidelines

3 Year Performance Goal

By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- ALL: 89% ASFS**
- Black** - Increase pass rate from 77% to at least 89%, reducing the gap from 12% to 6%
- Hispanic** - Increase pass rate from 75% to at least 78%, reducing the gap from 14% to 11%
- EL** - Increase pass rate from 68% to at least 78 %, reducing the gap from 21% to 11%
- SWD** - Increase pass rate from 74% to at least 78%, reducing the gap from 15% to 11%
- Econ. Disadv.** - Increase pass rate from 64% to at least 69%, reducing the gap from 25% to 20%

Annual Performance Goals

Annual Performance Goal
Year 1 (2024-25)

By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- ALL: 89% ASFS 3-year**
- Black** - Increase pass rate from 77% to at least 79%, reducing the gap from 11% to 10%
- Hispanic** - Increase pass rate from 63% to at least 67% (APS goal), reducing the gap from 25% to 23%
- EL** - Increase pass rate from 61% to at least 65%, reducing the gap from 27% to 24%
- SWD** - Increase pass rate from 54% to at least 62%, reducing the gap from 34% to 28%
- Econ. Disadv.** - Increase pass rate from 70% to at least 73%, reducing the gap from 18% to 16%

Annual Performance Goal
Year 2 (2025-26)

By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- ALL 89% ASFS 3-year Target 92%**
- Black** - Increase pass rate from 79% to at least 81%, reducing the gap from 10% to 9%
- EL** - Increase pass rate from 65% to at least 68%, reducing the gap from 24% to 22%
- SWD** - Increase pass rate from 62% to at least 65%, reducing the gap from 27% to 25%
- Econ. Disadv.** - Increase pass rate from 73% to at least 76%, reducing the gap from 16% to 13%

Annual Performance Goal
Year 3 (2026-27)

By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- ALL 89%**
- Black** - Increase pass rate from 81% to at least 83%, reducing the gap from 9% to 6%
- EL** - Increase pass rate from 68% to at least 72%, reducing the gap from 22% to 17%
- SWD** - Increase pass rate from 65% to at least 69%, reducing the gap from 25% to 20%
- Econ. Disadv.** - Increase pass rate from 76% to at least 78%, reducing the gap from 14% to 12%

Strategic Plan Strategies

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Strategic Plan Strategies- PRIMARY	S-SAGS-2.2-Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge. Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT 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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Professional Learning: Our focus will be to embed PD on utilizing all three math workshop structures-particularly focusing on the one task structure to reach deeper understanding and learning. This way we are ensuring teachers are actually using math workshop and strengthening the main structure, while building on the one task structure.	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Key Performance indicators	KPI-SAGS-1.4-% of students passing the 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)

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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 -VGA	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 -VGA	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		English - SOL	
Strategic Plan Goal Area		Student Academic Growth & Success	
Strategic Plan Performance Objectives		PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.	
Baseline Data		Spring 2024 - SOL - Reading ALL: Pass 89% Black - Pass 77% (opp. gap 12%) Hispanic - Pass 73% (opp. gap 16%) EL - Pass 47% (opp. gap 42%) SWD - Pass 52% (opp. gap 37%) Econ. Disadv - Pass 63% (opp. gap 26%)	Identify if goal is required based on state or federal requirements, or other guidelines
3 Year Performance Goal			
By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: ALL: 89% Black - Increase pass rate to 83% reducing the gap 6% EL - Increase pass rate to 67% reducing the gap 22% SWD - Increase pass rate to 68% reducing the gap 21% Econ. Disadv. - Increase pass rate to 73% reducing the gap 16%			
ALL			
Annual Performance Goal Year 1 (2024-25)		By Jun 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: ALL: 89% Black - Increase pass rate from 77% to at least 79%, reducing the gap from 12% to 10% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 42% to 32% SWD - Increase pass rate from 52 % to at least 60%, reducing the gap from 37% to 29% Econ. Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 26% to 22%	
Annual Performance Goal Year 2 (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: 89% ASFS Black - Increase pass rate from 79% to at least 81%, reducing the gap from 10% to 8% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 31% to 25% SWD - Increase pass rate from 60% to at least 64%, reducing the gap from 29% to 25% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 22% to 19%	

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Annual Performance Goal Year 3 (2026-27)	By June 2027 opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: ALL:89% Black - Increase pass rate from 81% to at least 83%, reducing the gap from 8% to 6% EL - Increase pass rate from 64% to at least 67%, reducing the gap from 25% to 22% SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 25% to 21% Econ. Disadv. - Increase pass rate from 70% to at least 73%, reducing the gap from 19% to 16%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-2.1-Implement science of reading strategies and curriculum resources to grow all readers, particularly those below proficiency.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning: We would provide PD embedded in the CLT framework. There needs to be 3 strands of PD. For New Teachers: Content and Curriculum work with the coaches. For K-2: Using Dibles data to support students in small groups and intervention groups. For 3-5: using progress monitoring data for comprehension	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance indicators	KPI-SAGS-1.2-% of students passing the 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)

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School level- NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
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Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	Focus Area: 91% (+14% from last year) responded favorably to "Is there at least one adult in your school who you can talk to when you need help?" Asian 78% (13% gap)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By 2027, at least 91% of Asian students will respond favorably to the YVM question about "trusted adult"

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By 2025, at least 82% of Asian students will respond favorably to the YVM question about "trusted adult"
Annual Performance Goal Year 2 (2025-26)	By 2026, at least 87% of Asian students will respond favorably to the YVM question about "trusted adult"
Annual Performance Goal Year 3 (2026-27)	By 2027, at least 91% of Asian students will respond favorably to the YVM question about "trusted adult"

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.

Action Steps			
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 * 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

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Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	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 training, Sept-June, Ongoing	Admin, School leadership team	

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-1.3-YVM Student:Trusted Adult	Strategic Plan Key Performance indicators	KPI-SWB-1.3-% of students responding favorably to the YVM question, "Is there at least one adult in your school who you can talk to when you need help?" 4th-5th & 6-12th
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 Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Workplace Climate		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
Baseline Data	Your Voice Matters (2024) Engagement Workforce: Workplace Climate - 48%	Identify if goal is required based on state or federal requirements, or other guidelines	No
3 Year Performance Goal			

By 2027, 75% of staff will respond favorably to the YVM category, Engagement Workforce: Workplace Climate

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By 2025, 60% of staff will respond favorably to the YVM category, Engagement Workforce: Workplace Climate
Annual Performance Goal Year 2 (2025-26)	By 2026, 70% of staff will respond favorably to the YVM category, Engagement Workforce: Workplace Climate

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Annual Performance Goal Year 3 (2026-27)	By 2027, 75% of staff will respond favorably to the YVM category, Engagement Workforce: Workplace Climate		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SCW-2.5-Develop systems to gather feedback from teachers and staff to inform continuous improvement efforts.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SCW-2.4-Develop a division-wide system of two-way communication to build understanding, collaborate, raise and resolve concerns aligned to division strategic plan priorities.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Staff will participate in School Action Plan process including data discussion, data collecting and end of year data summary	3 times a year	School Leadership team and administration	Principal & AP will review sign-in sheets and Leadership team notes
K Staff will participate in creation of classlists	2 times a year	Kindergarten team and school leadership team	Principal & AP will review created class lists
All staff will have access to online data resources such as past assessment data relevant to instructional growth of all students	All year	All staff	Principal & AP will review Google Hub to ensure it holds all relevant information for ASFS staff
Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SCW-2.1-YVM Staff: Workplace Climate	Strategic Plan Key Performance indicators	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	Staff Mid-Year and End of Year survey		YVM

Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
Baseline Data	Partnerships: Family Engagement - How challenged does your child feel in what they learn? YVM: 2024 82% of parents responded positively.	Identify if goal is required based on state or federal requirements, or other guidelines	No

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3 Year Performance Goal

By the 2027 YVM survey results, parents will respond positively 90% that their children will feel challenged in school

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By the 2025 YVM survey, parents will respond positively 85% that their children feel challenged at school
Annual Performance Goal Year 2 (2025-26)	By the 2026 YVM survey, parents will respond positively 87% that their children feel challenged at school
Annual Performance Goal Year 3 (2026-27)	By the 2027 YVM survey, parents will respond positively 90% that their children feel challenged at school

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) We will work on advocating for every student to develop a personal learning plan, and connecting families with resources.	Sept- June, ongoing	All staff, administration and gifted resource teacher	Principal & AP will review Checklists of resources and mentoring with Gifted Resource Teacher
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. Have Gifted Resource teacher share detailed explanation of the referral process at the October PTA meeting Have Gifted Resource teacher share resources and enrichment within the curriculum available for students at home and in school	Sept- June, ongoing	All staff, administration and gifted resource teacher	Principal & AP will meet with Gifted Resource teacher in advance of meetings to discuss agenda. PTA agendas
Action 3 (Student Success): Provide students enrichment opportunities as a regular part of instruction.	Sept- June, ongoing	All staff, administration and gifted resource teacher	Principal & AP will monitor through classroom observations and walkthroughs

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance indicators
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP4)
Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)

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	Results from school created parent survey		YVM
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