

**Abingdon- School Action Plan - 2024-25 to 2026-27**  
**Principal: Edwin Acevedo**

<b>Goal #1</b>	<b>Math - Proficiency Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	Spring 2024 - Math SOL  All: 58% Black - Pass 40% (gap 18%) Hispanic - Pass 32% (gap 26%) EL - Pass 32% (gap 26%) SWD - Pass 30% (gap 26%) Econ. Disadv - Pass 45% (gap 13%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

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

- Black - Increase pass rate from 40% to at least 64%, reducing the gap from 18% to 7%
- Hispanic - Increase pass rate from 32% to at least 64%, reducing the gap from 26% to 8%
- EL - Increase pass rate from 32% to at least 64%, reducing the gap from 26% to 8%
- SWD - Increase pass rate from 30% to at least 63%, reducing the gap from 28% to 8%
- Econ. Disadv. - Increase pass rate from 45% to at least 66%, reducing the gap from 13% to 5%

<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 40% to at least 52%, reducing the gap from 18% to 13% Hispanic - Increase pass rate from 32% to at least 47%, reducing the gap from 26% to 18% EL - Increase pass rate from 32% to at least a 47%, reducing the gap from 26% to 18% SWD - Increase pass rate from 30% to at least 46%, reducing the gap from 28% to 19% Econ. Disadv. - Increase pass rate from 45% to at least 55%, reducing the gap from 13% to 9%		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 52% to at least 60%, reducing the gap from 13% to 8% Hispanic - Increase pass rate from 47% to at least 57%, reducing the gap from 18% to 11% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 18% to 11% SWD - Increase pass rate from 46% to at least 56%, reducing the gap from 19% to 12% Econ. Disadv. - Increase pass rate from 55% to at least 63%, reducing the gap from 10% to 6%		

# Abingdon- School Action Plan - 2024-25 to 2026-27

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<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 60% to at least 64%, reducing the gap from 8% to 7%</p> <p>Hispanic - Increase pass rate from 54% to at least 64%, reducing the gap from 11% to 8%</p> <p>EL - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 8%</p> <p>SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 12% to 8%</p> <p>Econ. Disadv. - Increase pass rate from 63% to at least 66%, reducing the gap from 5% to 5%</p>
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### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	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.
<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
Tier 1 * Consistent Math CLTs * Utilize the 3 Math Workshop structures with each unit implemented with fidelity across all grade levels * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Ensure students have access to mathematics tools (ex: manipulatives, grids, anchor charts, word walls, etc.) each day * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.	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.
Tier 2 Targeted In-Class Instruction *Coach and interventionist push-in support *Small group targeted instruction during Math Workshop using pre-assessment *Use formative data to inform instruction *EL teacher support (either in the math block or consulting with scaffolding strategies)	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.

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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, 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: 3 Math Workshop Structures (2024-25) SIOP (2025-26)</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 - To determine if goal was achieved</b>	LGI-SAGS-1.3-Math SOLs	<b>Strategic Plan - Key Performance Indicators</b>	KPI-SAGS-1.4-% of students passing the 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 Unit Assessments (Mastery Connect - grades 3-5) -District Quick Checks (formative) -Progress Monitoring Data from Interventions (Bridges)</p>	<p><b>Teacher/CLT/Grade</b> -District Unit Assessments (Mastery Connect - grades 3-5) -District Quick Checks (formative) -Progress Monitoring Data from Interventions (Bridges)</p>	<p><b>School level</b> NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b> -District Unit Assessments (Mastery Connect - grades 3-5) -District Quick Checks (formative) -Progress Monitoring Data from Interventions (Bridges)</p>	<p><b>School level-</b> NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b> -District Unit Assessments (Mastery Connect - g -District Quick Checks (formative) -Progress Monitoring Data from Interventions (B</p>

<b>Goal #2</b>	<b>Reading - Proficiency Gaps - SOL</b>
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success
<b>Strategic Plan Performance Objectives</b>	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.

# Abingdon- School Action Plan - 2024-25 to 2026-27

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<b>Baseline Data</b>	Spring 2024 - Reading SOL  All: 60% Black - Pass 51% (gap 9%) Hispanic - Pass 32% (gap 28%) EL - Pass 32% (gap 28%) SWD - Pass 33% (gap 27%) Econ. Disadv. - Pass 43% (gap 17%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
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### 3 Year Performance Goal

By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  
 Black - Increase pass rate from 51% to at least 79%, reducing the gap from 9% to 2%  
 Hispanic - Increase pass rate from 32% to at least 64%, reducing the gap from 11% to 7%  
 EL - Increase pass rate from 32% to at least 64%, reducing the gap from 11% to 7%  
 SWD - Increase pass rate from 33% to at least 64%, reducing the gap from 11% to 7%  
 Econ. Disadv. - Increase pass rate from 43% to at least 65%, reducing the gap from 6% to 5%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 51% to at least 59%, reducing the gap from 9% to 5% Hispanic - Increase pass rate from 32% to at least a 47%, reducing the gap from 28% to 17%. EL - Increase pass rate from 32% to at least a 47%, reducing the gap from 28% to 17%. SWD - Increase pass rate from 33% to at least a 48%, reducing the gap from 27% to 16%. Econ. Disadv. - Increase pass rate from 43% to at least a 54%, reducing the gap from 17% to 10%.
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2025, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 59% to at least 66%, reducing the gap from 5% to 2% Hispanic - Increase pass rate from 47% to at least 57%, reducing the gap from 17% to 11% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 17% to 11% SWD - Increase pass rate from 48% to at least 57%, reducing the gap from 16% to 11% Econ. Disadv. - Increase pass rate from 54% to at least 62%, reducing the gap from 10% to 6%
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  Black - Increase pass rate from 66% to at least 79%, no gap Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7% Econ. Disadv. - Increase pass rate from 62% to at least 65%, reducing the gap from 6% to 5%

### Strategic Plan Strategies

## Abingdon- School Action Plan - 2024-25 to 2026-27

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<b>Strategic Plan Strategies- PRIMARY</b>	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.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

#### Action Steps

Action Steps	<u>Title I Schoolwide Component (1-4)</u>	<u>ESSA Evidence Tier (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Phonics Instruction in K-3 with fidelity (95% Core Phonics) * Integrate authentic writing tasks across the curriculum * Utilize regular fluency activities * Integrate Lexia to reinforce grade level foundation skills * Practice reading in decodable and authentic texts * Utilize data from CKLA, Core Phonics and Lexia unit assessments to drive instruction	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Phonics Coach	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia : lessons, skill builders & independent practice * Lexia English for EL 1 and EL 2 * Phonics Lesson Library * Practice in decodable texts (Grades 4 & 5) * Core Phonics Intervention Guide suggestions	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialist, Foundations Coach	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: * Multisensory decoding/encoding structured literacy lessons; repeated opportunities for practice * Wilson Just Words (4th & 5th) * Bridge the Gap	3	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialists	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning * Virginia Literacy Act course * Professional development workshops on integrating SIOP strategies into classroom instruction (sentence stems, realia, visuals, content & language objectives) - 2025-26	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Specialists	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

#### Progress Monitoring

<b>Strategic Plan - Measures - To determine if goal was achieved</b>	LGI-SAGS-1.1-Reading SOLs	<b>Strategic Plan - Key Performance Indicators</b>	KPI-SAGS-1.2-% of students passing the Reading 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>

## Abingdon- School Action Plan - 2024-25 to 2026-27

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<b>School level-</b> VALLSS NWEA  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] (Grades 3-5)		<b>School level-</b> VALLSS NWEA  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect](Grades 3-5)	<b>School level</b> NWEA  <b>Teacher/CLT/Grade-</b> -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] (Grades 3-5)
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Goal #3	Student Well-Being		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
<b>Baseline Data</b>	Spr. 2024 Student Well-Being: Social, Emotional, and Mental Health- 53% favorable response	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

On the 2027 YVM survey, at least 70% of Abingdon students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health

Annual Performance Goals	
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 58% of students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 64% of students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 70% of students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health

Strategic Plan Strategies	
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-3.2-Provide training and supports to educators to implement equitable and consistent behavior management strategies that include: (a) Core classroom expectations and processes, (b) Early intervention practices, (c) Restorative practices, (d) Trauma informed practices
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

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

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<p>Tier 1:</p> <ul style="list-style-type: none"> <li>* Provide consistent time in the school schedule to implement Responsive Classroom Practices with increasing fidelity, delivering 20-30 minutes of daily explicit SEL instruction.</li> <li>* Explicitly teach the protocol for the calm corner to every classroom using common tools and visuals in grades PK-2 and 3-5</li> <li>* Use Second Step Electronic Lessons</li> <li>* Identify SEL Lead who will act as a liason between the school community and central office</li> <li>* Administer surveys that assess students' emotional well being in accordance with APS initiatives (ie: YVM/ SEL) to students in grades 3-5</li> </ul>	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Behavior Specialist, Mental Health Team	Principal & APs will support with ATSS and Student Services - will monitor by conducting walkthroughs and observations
<p>Tier 2:</p> <ul style="list-style-type: none"> <li>* Continue the school-based mental and behavioral health team CLT that follows the CLT protocol that meets at least twice monthly, reviews students of concern, and assigns and monitors research based interventions.</li> <li>* Continue to address self-awareness, self-management, social awareness, and reationship skills using approved APS interventions</li> </ul>	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Behavior Specialist, Mental Health Team	Principal & APs will support with ATSS and Student Services - will monitor by conducting walkthroughs and observations
<p>Tier 3:</p> <ul style="list-style-type: none"> <li>* Using the ATSS/ RTI model of support to provide individual student support using APS approved interventions including, but not limited to CICO, FBA/ BIP, short term individual counseling</li> </ul>	4	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Behavior Specialist, Mental Health Team	Principal & APs will support with ATSS and Student Services - will monitor by conducting walkthroughs and observations
<p>Professional Development</p> <ul style="list-style-type: none"> <li>* Train and provide ongoing support to staff to use elements of Responsive Classroom with fidelity through school and district based offerings.</li> <li>* Train staff in return to classroom conversations that highlight empathy and repair</li> <li>* Train staff on the usage of school wide early intervention system (ie: Calm Down Corner)</li> </ul>	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Behavior Specialist, Mental Health Team	Principal & APs will support with ATSS and Student Services - will monitor by conducting walkthroughs and observations

#### Progress Monitoring

<b>Strategic Plan - Measures - To determine if goal was achieved</b>	LGI-SWB-1.1-YVM Student: Social, Emotional, & Mental Health	<b>Strategic Plan - Key Performance Indicators</b>	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th		
			KPI-SWB-1.6-% Kindergarten students meeting or exceeding the Kindergarten CBRS Self-Regulation benchmark		
<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>	
Admin Walk-Through Documents	Admin Walk-Through Documents	Admin Walk-Through Documents		YVM	

<b>Goal #4</b>	<b>Partnerships</b>
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<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-3-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>	2024- YVM - 84% Favorable response to Partnerships: Family Engagement (Family tab)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	

### 3 Year Performance Goal

By 2027, 90% of parents will respond favorably to YVM category, Partnerships: Family Engagement

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	By 2025, 86% of parents will respond favorably to YVM category, Partnerships: Family Engagement
<b>Annual Performance Goal Year 2 (2025-26)</b>	By 2026, 88% of parents will respond favorably to YVM category, Partnerships: Family Engagement
<b>Annual Performance Goal Year 3 (2026-27)</b>	By 2027, 90% of parents will respond favorably to YVM category, Partnerships: Family Engagement

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	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.
<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
<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> * Explore what effective communication looks like for your staff and family partnerships. * 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.	3	ESSA Tier 3: Promising Evidence	September through June	Administration and FACE team	Administration monitoring ParentSquare usage
<b>Action 3 (Student Success):</b> * Review the school's family engagement practice to identify alignment to School Action Plan & our families' needs	3	ESSA Tier 3: Promising Evidence	Once per quarter through June	FACE lead and the FACE team	Administration meeting with FACE team



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#### Progress Monitoring

<b>Strategic Plan - Measures - To determine if goal was achieved</b>	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	<b>Strategic Plan - Key Performance Indicators</b>	KPI-P-1.1-% of students responding favorably to YVM category Student Partnerships: School & Community*
<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>
Sign in sheets for PTA and attendance reports from night events FACE checklist data Title I Family Partnerships Survey	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 Title I Family Partnerships Survey

<b>Goal #5</b>	<b>Science SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	Spring 2024 - Science SOL  All: 46% Black - Pass 38% (gap 8%) Hispanic - Pass 20% (gap 26%) EL - Pass 18% (gap 28%) SWD - Pass 18% (gap 28%) Econ. Disadv - Pass 31% (gap 15%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Yes, '23 -'24 science scores are at a level 3 performance rating.
<b>3 Year Performance Goal</b>			

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By June 2027, proficiency 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) 38% to at least a 65%, reducing the gap from 8% to 1%
- Hispanic - Increase pass rate from (Spr. 2023 pass rate) 20% to at least a 60%, reducing the gap from 26% to 7%
- EL - Increase pass rate from (Spr. 2023 pass rate) 18% to at least a 60%, reducing the gap from 28% to 7%
- SWD - Increase pass rate from (Spr. 2023 pass rate) 18% to at least a 60%, reducing the gap from 28% to 12%
- Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 31% to at least a 63%, reducing the gap from 15% to 4%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	<p>By June 2025, proficiency gaps on the Science 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 (Spr. 2024 pass rate) 38% to at least a 51%, reducing the gap from 8% to 5%</li> <li>Hispanic - Increase pass rate from (Spr. 2024 pass rate) 20% to at least a 40%, reducing the gap from 26% to 16%</li> <li>EL - Increase pass rate from (Spr. 2024 pass rate) 18% to at least a 39%, reducing the gap from 28% to 17%</li> <li>SWD - Increase pass rate from (Spr. 2024 pass rate) 18% to at least a 39%, reducing the gap from 28% to 17%</li> <li>Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 31% to at least a 46%, reducing the gap from 15% to 10%</li> </ul>
<b>Annual Performance Goal Year 2 (2025-26)</b>	<p>By June 2026, proficiency gaps on the Science 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 (Spr. 2023 pass rate) 51% to at least a 59%, reducing the gap from 5% to 4%</li> <li>Hispanic - Increase pass rate from (Spr. 2023 pass rate) 40% to at least a 52%, reducing the gap from 16% to 11%</li> <li>EL - Increase pass rate from (Spr. 2023 pass rate) 39% to at least a 51%, reducing the gap from 17% to 12%</li> <li>SWD - Increase pass rate from (Spr. 2023 pass rate) 39% to at least a 51%, reducing the gap from 17% to 12%</li> <li>Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 31% to at least a 56%, reducing the gap from 10% to 7%</li> </ul>
<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, proficiency gaps on the Science 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 (Spr. 2023 pass rate) 59% to at least a 65%, reducing the gap from 4% to 1%</li> <li>Hispanic - Increase pass rate from (Spr. 2023 pass rate) 52% to at least a 60%, reducing the gap from 11% to 7%</li> <li>EL - Increase pass rate from (Spr. 2023 pass rate) 51% to at least a 60%, reducing the gap from 12% to 7%</li> <li>SWD - Increase pass rate from (Spr. 2023 pass rate) 51% to at least a 60%, reducing the gap from 12% to 12%</li> <li>Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 56% to at least a 63%, reducing the gap from 7% to 4%</li> </ul>

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	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.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.

### Action Steps

## Abingdon- School Action Plan - 2024-25 to 2026-27

### Principal: Edwin Acevedo

Action Steps	<u>Title I Schoolwide Component (1-4)</u>	<u>ESSA Evidence Tier (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> <li>- Consistent Science CLT meetings</li> <li>- Complete unit benchmark assessments and analyze data results to prepare for Tier 3 instruction.</li> <li>- As a SBG school, we will follow science curriculum pacing guide to align with benchmark assessments.</li> <li>- Implement science curriculum using district-wide adopted resources.</li> <li>- Classroom teachers will curate and display a visible, accessible, and current science word wall</li> <li>- Infuse scientific standards into the specials classes (art, music, PE, and history)</li> <li>- All elementary schools complete 3rd grade science performance assessments, as required by VDOE.</li> <li>- Provide 5th grade students with literacy rich newspapers to review 4th grade science content.</li> <li>- 15 minutes of 5th grade science block will be used to review 4th grade standards.</li> <li>- 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</li> </ul>	1	ESSA Tier 4: Demonstrates a Rationale	Sept- June, Ongoing	<ul style="list-style-type: none"> <li>- Grade Level Teachers</li> <li>- Exemplary Project Teacher (Science Lab)</li> <li>- Administrators</li> </ul>	Principal & APs with support from ATSS, ELA, SPED, Science Coach and Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> <li>- Consistent Science CLT meetings</li> <li>- Supplemental instructional resources include STEMscopes, Generation Genius, BrainPop, and Legends of Learning</li> <li>- Provide an opportunity to engage families with Science Instruction - Science Night</li> </ul>	2	ESSA Tier 3: Promising Evidence	Sept- June, Ongoing	<ul style="list-style-type: none"> <li>- Grade Level Teachers</li> <li>- Exemplary Project Teacher (Science Lab)</li> <li>- Science Coach</li> <li>- Administrators</li> </ul>	Principal & APs with support from ATSS, ELA, SPED, Science Coach and Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3</p> <ul style="list-style-type: none"> <li>- Consistent Science CLT meetings</li> <li>- Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students.</li> </ul>	2	ESSA Tier 3: Promising Evidence	Sept- June, Ongoing	<ul style="list-style-type: none"> <li>- Grade Level Teachers</li> <li>- Exemplary Project Teacher (Science Lab)</li> <li>- Science Coach</li> <li>- Administrators</li> </ul>	Principal & APs with support from ATSS, ELA, SPED, Science Coach and Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Professional Learning</p> <ul style="list-style-type: none"> <li>- School based Science Coach will be working with teachers and grade levels to support instruction and data analysis.</li> <li>- Teachers will be observed and provided targeted feedback through the SCOT (Science Classroom Observation Tool)</li> <li>- All student supporting teachers will complete all training for county level resources (STEMscopes, Generation Genius, and Legends of Learning)</li> </ul>	4	ESSA Tier 3: Promising Evidence	Sept- June, Ongoing	<ul style="list-style-type: none"> <li>- Grade Level Teachers</li> <li>- EL Teachers</li> <li>- SpEd Teachers</li> <li>- Science Coach</li> <li>- Administrators</li> </ul>	Principal & APs with support from ATSS, ELA, SPED, Science Coach and Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.

### Progress Monitoring

**Abingdon- School Action Plan - 2024-25 to 2026-27**  
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<b>Strategic Plan - Measures - To determine if goal was achieved</b>	LGI-SAGS-1.4-Science SOLs	<b>Strategic Plan - Key Performance Indicators</b>	KPI-SAGS-1.5-% of students passing the Science 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>
<b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]  <b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	<b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Mid Year Assessment for Grades 3 - 5 (Mastery Connect)  <b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	<b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]  <b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	<b>School wide</b> Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Grade 5 Science SOL  <b>Teacher/CLT/Grade</b> -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)