

Discovery - School Action Plan - 2024-25 - 2026-27
Principal: Erin Healy

Goal #1	Math - Proficiency Gaps - 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 Hispanic- 78% EL- 80% SWD- 67% Econ. Disadv- 71%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase the pass rate from 78% to 84%, reducing the gap from 15% to 11% EL - Increase pass rate from 80% to at least a 85%, reducing the gap from 13% to 9% SWD - Increase pass rate from 67% to at least a 76%, reducing the gap from 26% to 19% Econ Disadv. - Increase pass rate from 71% to at least a 79%, reducing the gap from 22% to 16%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	<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>Hispanic- Increase the pass rate from 78% to 80%, reducing the gap from 15% to 14% EL - Increase pass rate from 80% to at least 80%, reducing the gap from 13% to 12% SWD - Increase pass rate from 67% to at least 70%, reducing the gap from 26% to 23% Econ. Disadv. - Increase pass rate from 71% to at least 74%, reducing the gap from 22% to 20%</p>		
Annual Performance Goal Year 2 (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 the pass rate from 80% to 82%, reducing the gap from 14% to 12% EL - Increase pass rate from 82% to at least 84%, reducing the gap from 12% to 11% SWD - Increase pass rate from 70% to at least 73%, reducing the gap from 24% to 21% Econ. Disadv. - Increase pass rate from 74% to at least 77%, reducing the gap from 20% to 18%</p>		

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Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase the pass rate from 82% to at least 84%, reducing the gap from 12% to 11%</p> <p>EL - Increase pass rate from 84% to at least 85%, reducing the gap from 10% to 9%</p> <p>SWD - Increase pass rate from 73% to at least 76%, reducing the gap from 21% to 19%</p> <p>Econ Disadv. - Increase pass rate from 77% to at least 79%, reducing the gap from 17% to 16%</p>		
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) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <p>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</p> <p>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students.</p> <p>* Teacher will use all components of the 3 recommended math workshop structures within each until. Every student will regularly meet with the teacher in targeted small group.</p> <p>* Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</p>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <p>*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)</p> <p>*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.</p>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3</p> <p>* 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)</p> <p>* 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>	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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Professional Learning: Teachers participate in math workshop training. Teachers complete Bridges Intervention training.	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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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Performance Objectives	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)
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"

Goal #2	Reading - Proficiency Gaps - 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 Hispanic- 82% pass rate EL- 80% SWD- 52% Econ. Disadv- 57%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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

- Hispanic** - Increase pass rate from 82% to at least 87%, reducing the gap from 8% to 6%
- EL** - Increase pass rate from 80% to at least 85%, reducing the gap from 10% to 7%
- SWD** - Increase pass rate from 52% to at least 68%, reducing the gap from 38% to 25%
- Econ. Disadv.** - Increase pass rate from 57% to at least 71%, reducing the gap from 33% to 22%

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 82% to 84%, reducing the gap from 8% to 7% EL - Increase pass rate from 80% to at least 82%, reducing the gap from 10% to 9% SWD - Increase pass rate from 52% to at least 60%, reducing the gap from 38% to 31% Econ. Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 33% to 27%
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: Hispanic - Increase pass rate from 84% to at least 85%, reducing the gap from 7% to 6% EL - Increase pass rate from 82% to at least 84%, reducing the gap from 9% to 8% SWD - Increase pass rate from 60% to at least 64%, reducing the gap from 31% to 28% Econ. Disadv. - Increase pass rate from 64% to at least 67%, reducing the gap from 27% to 25%
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: Hispanic - Increase pass rate from 85% to at least 87%, reducing the gap from 7% to 6% EL - Increase pass rate from 84% to at least 85%, reducing the gap from 8% to 7% SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 28% to 25% Econ. Disadv. - Increase pass rate from 67% to at least 71%, reducing the gap from 25% to 22%

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) -	

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
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,	

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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,	EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning Build teacher capacity to include total participation techniques in order to increase student engagement, participation, and reponses.	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 Performance Objectives	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)
School level- NWEA Map Growth (3-5) VALLSS (K-2) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	School level- NWEA Map Growth (3-5) VALLSS (K-2) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level NWEA Map Growth (3-5) VALLSS (K-2) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]

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	Spring 2024 - Gr. 4-5 -52% of students responded favorably to the question "How often do you feel so stressed or overwhelmed that you can not participate in regular activities?" -65% responded favorably to "Overall, how much do you feel like you belong at your school?"	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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By June 2027,

-% of students who answered favorably to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" on YVM will increase from 52% to 61%.

-% of students who responded favorably to the question, "Overall, how much do you feel like you belong at your school?" will increase from 65% to 74%

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	<p>By June 2025,</p> <p>-% of students who answered favorably to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" on YVM will increase from 52% to 55%.</p> <p>-% of students who responded favorably to the question, "Overall, how much do you feel like you belong at your school?" will increase from 65% to 68%</p>
Annual Performance Goal Year 2 (2025-26)	<p>By June 2026,</p> <p>-% of students who answered favorably to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" on YVM will increase from 55% to 58%.</p> <p>-% of students who responded favorably to the question, "Overall, how much do you feel like you belong at your school?" will increase from 68% to 71%</p>
Annual Performance Goal Year 3 (2026-27)	<p>By June 2027,</p> <p>-% of students who answered favorably to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" on YVM will increase from 58% to 61%.</p> <p>-% of students who responded favorably to the question, "Overall, how much do you feel like you belong at your school?" will increase from 71% to 74%</p>

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) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * 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 	<p>Sept-June, Ongoing</p>	<p>Admin, All Staff</p>	<p>Principal & APs will support</p>

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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	Principal & SWB support 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-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan Performance Objectives	
		KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-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	Professional Learning		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice		
Baseline Data	Spring 2024 Data -% of staff who respond favorably to the question "How much has the professional development you've receive at your school improved your instructional practice?" 18%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2027, -% of staff who respond favorably will "How much has the professional development you've receive at your school improved your instructional practice?" will increase from 18% to 27%			

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Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, -% of staff who respond favorably will "How much has the professional development you've receive at your school improved your instructional practice?" will increase from 18% to 21%
Annual Performance Goal Year 2 (2025-26)	By June 2026, -% of staff who respond favorably will "How much has the professional development you've receive at your school improved your instructional practice?" will increase from 21% to 24%
Annual Performance Goal Year 3 (2026-27)	By June 2027, -% of staff who respond favorably will "How much has the professional development you've receive at your school improved your instructional practice?" will increase from 24% to 27%

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) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1. Provide Choice in Professional Learning format	Sept-June, Ongoing	Admin Team	Principal will work with school leadership team to ensure staff have choice in school-based PL.
Action 2. Focus Professional Learning on Responsive Classroom	Sept-June, Ongoing	Admin Team	Principal will ensure school-based PL on responsive classroom is offered and review attendance sheets to monitor participation.

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	Strategic Plan Performance Objectives	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice
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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)
Staff Meeting Exit Tickets	Staff Meeting Exit Tickets	Staff Meeting Exit Tickets	YVM

Goal #5	Student Safety		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-5-By 2030, at least 90% of APS students will report feeling safe at school		
Baseline Data	Spring 2024 YVM Category: Student Well-Being: School Safety Overall: 65% responded favorably	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2027, 74% of students will respond favorably to the overall School Safety category up from 68%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, 68% of students will respond favorably to the overall School Safety category.		
Annual Performance Goal Year 2 (2025-26)	By June 2026, 71% of students will respond favorably to the overall School Safety category.		
Annual Performance Goal Year 3 (2026-27)	By June 2026, 74% of students will respond favorably to the overall School Safety category.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-5.2-Assess and continually improve school-based processes for proactive behavioral instruction and interventions and substance use instruction and interventions (i.e., include reviewing core, intervention, and intensive supports for students and schools).		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			

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Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation
CARES Council is added to fourth and fifth grade Choice Block. They students will meet weekly with advisors to promote and build class Cooperation, Assertion, Responsobsibility, Empathy and Self-Control tenets across the school.		Sept- June, ongoing	Admin Team, Librarian, DEI Advisors	CARES Council activities will be reviewed quarterly and student feedback gathered through a survey.
School wide quarterly assemblies are planned to address how students treat one another. (ex: Hate Speech, Inclsuion/Exclusion)		Sept- June, ongoing	All Staff	Teachers will collect feedback during Morning Meetings and students referrals will be monitored.
Increase messaging through Parent News, Staff News, Team Newsletters, News Team, CARES Council, and Morning Meeting/Closing Circle about the need and importance of reporting incidents.		Sept- June, ongoing	All Staff	Mental Health CLT meets weekly to discuss instances of reports and/or non-reports.
Progress Monitoring				
Strategic Plan Measures To determine if goal was achieved	LGI-SWB-5.2-YVM: Student Well-Being: School Safety	Strategic Plan Performance Objectives		KPI-SWB-5.2-% of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 4-5th & 6-12th
	LGI-SWB-5.2-YVM: Student Well-Being: School Safety			
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)	
In house survey	In house survey	In house survey	YVM	