

Langston/New Directions - School Action Plan - 2024-25 to 2026-27
Principal: Kim Jackson-Davis

Goal #1	Science - 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 - Science SOL (Aggregate-All Grades) –Proficiency Gaps Avg Pass Rate at School (ALL)- 4 of 11 - 36%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, proficiency gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - maintain pass rate of at least 70%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, proficiency gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - maintain a pass rate of at least 70%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, proficiency gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - maintain pass rate of at least 70%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, proficiency gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - maintain pass rate of at least 70%		
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

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<p>Tier 1</p> <ul style="list-style-type: none"> *Implement science curriculum using district-wide adopted resources. *Provide laboratory investigation in each unit. 	Sept-June, ongoing	Science Teachers	Principal & AP with support from Science Office - will monitor by conducting walkthroughs and observations.
<p>Tier 2</p> <ul style="list-style-type: none"> * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Participate in Science CLT 	Sept-June, ongoing	Science Teachers	Principal & AP with support from Science Office - will monitor by conducting walkthroughs and observations,.
<p>Tier 3</p> <ul style="list-style-type: none"> * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Participate in weekly Science CLT. 	Sept-June, ongoing	Science Teachers	Principal & AP with support from Science Office - will monitor by conducting walkthroughs and observations.
<p>Professional Learning</p> <ul style="list-style-type: none"> * Offerings through Science Office and outside sources:Discovery Education, Mastery Connect, Curriculum/Pacing Guide, supplemental resources. 	Oct-May	Science Teachers	Principal & AP with support from Science Office - will monitor by conducting walkthroughs and observations.

Progress Monitoring

Strategic Plan - Measures To determine if goal was achieved	LGI-SAGS-1.4-Science SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.5-% of students passing the Science SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<p>School Level</p> <ul style="list-style-type: none"> *Unit Assessments for Biology (Mastery Connect) - at least 1x/Qtr <p>Teacher Level</p> <ul style="list-style-type: none"> -SOL Biology Quarterly Assessment 	<p>School Level</p> <ul style="list-style-type: none"> *Unit Assessments for Biology (Mastery Connect) - at least 1x/Qtr <p>Teacher Level</p> <ul style="list-style-type: none"> -SOL Biology Quarterly Assessment 	<p>School Level</p> <ul style="list-style-type: none"> *Unit Assessments for Biology (Mastery Connect) - at least 1x/Qtr <p>Teacher Level</p> <ul style="list-style-type: none"> -SOL Biology Quarterly Assessment 	<p>School Level</p> <ul style="list-style-type: none"> *Unit Assessments for Biology (Mastery Connect) - at least 1x/Qtr

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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 - Reading SOL (Aggregate-All Grades) –Opportunity Gaps Average Pass Rate at School% (opp. gap%) Langston/New Directions: 71% (15 of 21) (ALL)- 61% Black: 75% (3 of 4) Hispanic: 67% (8 of 12) EL: 17% (1 of 6) SWD: 67% (6 of 9) Economically Disadv: 57% (4 of 7)	Identify if goal is required based on state or federal requirements, or other guidelines	
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: All Students - Maintain pass rate of 75% or higher Black - Maintain pass rate of 75% or higher Hispanic - Maintain pass rate of 75% or higher EL - Increase pass rate from 17% to at least a 60% Econ. Disadv. - Increase pass rate from 57% to at least a 75%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - Maintain pass rate of 75% or higher Black - Maintain pass rate of 75% or higher Hispanic - Maintain pass rate of 75% or higher EL - Increase pass rate from 17% to at least a 33% Econ. Disadv. - Increase pass rate from 57% to at least a 65%		

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Annual Performance Goal Year 2 (2025-26)	By June 2026, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - Maintain pass rate of 75% or higher Black - Maintain pass rate of 75% or higher Hispanic - Maintain pass rate of 75% or higher EL - Increase pass rate from 33% to at least a 50% Econ. Disadv. - Increase pass rate from 65% to at least a 70%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - Maintain pass rate of 75% or higher Black - Maintain pass rate of 75% or higher Hispanic - Maintain pass rate of 75% or higher EL - Increase pass rate from 50% to at least a 60% Econ. Disadv. - Increase pass rate from 70% to at least a 75%		
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 - -Utilize strategies from Aspire Training and Staff Development in adolescent reading -Access strategies- partner reading, choral reading, turn and talk, get the gist routine, culminating questions	Sept-June, ongoing	Literacy Team, All Staff	Principal & English Admin with support from ELA, EL, SPED Office - will monitor by conducting walkthroughs and observations.
Tier 2 -Utilize Lexia-Build students decoding skills to read complex multisyllabic words, grammar, comp. -Immersive Reader, ed tech access for read aloud/translations -Teach a routine to determine the gist of the texts-PACT	Sept-June, ongoing	Literacy Team, All Staff	Principal & English Admin with support from ELA, EL, SPED Office - will monitor by conducting walkthroughs and observations.
Tier 3 -Immersive Reader, ed tech access for read aloud/translations -multisyllabic word decoding routines	Sept-June, ongoing	Literacy Team, All Staff	Principal & English Admin with support from ELA, EL, SPED Office - will monitor by conducting walkthroughs and observations.

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Professional Learning *Offerings through ELA Office and outside sources: Aspire cohort, NWEA reports, reading interventions, DBQ training, text comprehension through the PACT strategy, and HMH curriculum exploration.	Oct-May	Literacy Team, All Staff	Principal & English Admin with support from ELA, EL, SPED Office - will monitor by conducting walkthroughs and observations.
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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)
School level- NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	School level- -NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient) -Gr. 11 Benchmark Assessment Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum	School level NWEA MAP Growth for ELA (BOY in 9th, only MOY & EOY if below proficient on BOY; Gr. 10-12 continue in upper grades if below proficient) Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Writing performance task embedded in curriculum

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	Students will be given a survey in September & January based on selected YVM Student Well Being questions. September data will serve a baseline for Fall semester and full year students and January will serve as a baseline for the Spring semester students	Identify if goal is required based on state or federal requirements, or other guidelines	

3 Year Performance Goal

By June 2027, maintain at least 80% of Langston/ND students will respond favorably on school based survey with selected YVM questions.

Annual Performance Goals

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Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 70% of Langston/ND students will respond favorably on a school based survey of selected with YVM questions.
Annual Performance Goal Year 2 (2025-26)	By June 2026, maintain at least 75% of Langston/ND students will respond favorably on school based survey with selected YVM questions.
Annual Performance Goal Year 3 (2026-27)	By June 2027, maintain at least 80% of Langston/ND students will respond favorably on school based survey with selected YVM questions.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 Implement SEL curricular resource (Second Step) Deliver 30 minutes 2x/week of explicit SEL instruction Facilitate ongoing Adult SEL for staff Administer SEL survey in the fall and spring to all students	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations.
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 & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations.
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	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations.

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Professional Development *Offerings through Student Services Office and outside sources: VTSS and ATSS presentations, SEL curriculum training (Second Step).	August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations.
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Progress Monitoring

Strategic Plan - Measures To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan - Key Performance Indicators	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 Questions)	SEL Survey	School Survey (based on YVM Questions)

Goal #4	Engaged Workforce		
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	2024 YVM - Not enough respondents A school-based survey will be given in September 2024	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, at least 85% of Langston/ND staff responding favorably on staff engagement and climate on the Your Voice Matters survey.

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 80% of Langston/ND staff responding favorably on staff engagement and climate on the Your Voice Matters survey.
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 83% of Langston/ND staff responding favorably on staff engagement and climate on the Your Voice Matters survey.
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 85% of Langston/ND staff responding favorably on staff engagement and climate on the Your Voice Matters survey.

Strategic Plan Strategies

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Strategic Plan Strategies- PRIMARY	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.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SCW-2.5-Develop systems to gather feedback from teachers and staff to inform continuous improvement efforts.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Develop and build Instructional Leadership Team, Student Intervention Team and Climate and Culture Committee.	Sept - June	Principal, teachers and counselors	Principal & AP with support from Office of School Climate & Culture will monitor through check-in meetings to ensure progress in this area
Encourage and expect staff voice and choice and participation for school-based PL offerings.	Sept - June	All staff	Principal & AP will monitor by ensuring staff voice and choice is included in PL plans
Continue Grading for Equity, Restorative Practice and No Place for Hate research and efforts.	Sept - June	All staff	Principal & AP will monitor by reviewing staff grading policies and conducting walkthroughs to observe implementation of restorative practices

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 (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
LGI-SCW-2.1-YVM Staff: Workplace Climate	KPI-SCW-2.1-% staff responding favorably to YVM category Engaged Workforce: Staff Engagement KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate	School Survey in Fall 2024	LGI-SCW-2.2-YVM Staff: Staff Engagement	School Survey	YVM in Spring 2025
Evidence of Progress toward Annual Goal (MP1)					

Goal #5	Reduce Chronic Absenteeism
Strategic Plan Goal Area	Student Well-Being
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.

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Baseline Data	2023-24 - 80% of Langston/ND students were chronically absent	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By 2027, no more than 59% of Langston/ND students will be chronically absent

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By 2025, no more than 72% of Langston/ND students will be chronically absent
Annual Performance Goal Year 2 (2025-26)	By 2026, no more than 65% of Langston/ND students will be chronically absent
Annual Performance Goal Year 3 (2026-27)	By 2027, no more than 59% of Langston/ND students will be chronically absent

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Family-friendly, respectful, and helpful school climate. Staff make regular personal contact with families. Utilize Language Line, interpreters, etc. for families that speak other languages. Staff makes home visits. Flex scheduling.	Sept-June	Admin, Counselors, Teachers	Admin, Counselors, Social Worker

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Referral to counseling services.	Sept-June	Admin, Counselors, Teachers	Admin, Counselors, Social Worker
Weekly intervention meetings for students w/attendance concerns.	Sept-June	Admin, Counselors, Teachers	Admin, Counselors, Social Worker

Progress Monitoring

Strategic Plan - Measures To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan - Key Performance Indicators	KPI-SWB-2.2-% of students who are chronically absent by school
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 dashboard	Attendance dashboard	Attendance dashboard	Attendance dashboard