

MPSA - School Action Plan - 2024-25 to 2026-27
Principal: Cathy Genove

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 - MATH SOL Asian 91% (no gap) Black 73% (12% gap) Hispanic 76% (9%) EL 52% (33% gap) SWD 69% (16% gap) Econ. Disadv 75% (10% gap)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
MATH SOL By 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 73% to at least 80% , reducing the gap from 12% to 9% Hispanic - Increase pass rate from 76% to at least 83%, reducing the gap from 9% to 7% EL - Increase pass rate from 52% to at least 64%, reducing the gap from 33% to 24% SWD - Increase pass rate from 69% to at least 77%, reducing the gap from 16% to 12% Econ. Disadv. - Increase pass rate from 75% to at least 82%, reducing the gap from 10% to 7%			
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: Black - Increase pass rate from 73% to at least 76% reducing the gap from 12% to 11% Hispanic - Increase pass rate from 76% to at least 78%, reducing the gap from 9% to 8% EL - Increase pass rate from 52% to at least 60%, reducing the gap from 33% to 26% SWD - Increase pass rate from 69% to at least 72%, reducing the gap from 16% to 14% Econ. Disadv. - Increase pass rate from 75% to at least 78%, reducing the gap from 10% to 9%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 76% to at least 78% , reducing the gap from 11% to 10 % Hispanic - Increase the pass rate from 78% to at least 81%, reducing the gap from 9% to 7% EL - Increase pass rate from 60% to at least 64%, reducing the gap from 27% to 24% SWD - Increase pass rate from 72% to at least 75%, reducing the gap from 15% to 13% Econ. Disadv. - Increase pass rate from 78% to at least 80%, reducing the gap from 9% to 8%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 78 % to at least 80 % , reducing the gap from 10 % to 9% Hispanic - Increase pass rate from 81% to at least 83%, reducing the gap from 7% to 7% EL - Increase pass rate from 64% to at least a 68%, reducing the gap from 24% to 21% SWD - Increase pass rate from 75% to at least a 77%, reducing the gap from 13% to 12% Econ Disadv. - Increase pass rate from 80% to at least a 82%, reducing the gap from 8% to 7%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.5-Increase opportunities for students to engage in learning activities that are not completed on devices with a focus on balancing authentic use of technology with hands-on activities - all focused on engaging students in authentic tasks with real-world connections.		

MPSA - School Action Plan - 2024-25 to 2026-27

Principal: Cathy Genove

Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -		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	Timeline	Responsible & Accountable	Monitoring for Implementation	
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * 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. * 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.	
<p>Tier 2</p> <ul style="list-style-type: none"> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Montessori, Math in Practice, Bridges, Dreambox (assigned lessons only). *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		
<p>Tier 3</p> <ul style="list-style-type: none"> * 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. (Montesori, Bridges, AVMR 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. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach		
<p>Professional Learning:</p> <ul style="list-style-type: none"> -Teachers will navigate the class reports and student report issued in NWEA-MAP for BOY, MOY, EOY. - Data will be used to identify students who need remediation and extensions. -Unpacking standards during CLT, and aligning Montessori lessons with newly adopted Virginia Standards of Learning. 		Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coahes 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 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)	

MPSA - School Action Plan - 2024-25 to 2026-27

Principal: Cathy Genove

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 (ATSS Cycles) -NWEA-MAP WINTER -VGA WINTER	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- VA SOL pass rates 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	Reading - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	Spring 2023 - READING SOL Black - 72% (17% gap) EL - 79% (10% gap) SWD - 86% (3% gap) Econ. Disadv. -84% (5% gap)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
READING SOL By 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 72% to at least 80%, reducing the gap from 17% to 12% EL - Increase pass rate from 79% to at least 85%, reducing the gap from 10% to 7% SWD - Increase pass rate from 86% to at least 90%, reducing the gap from 3% to 2% Econ. Disadv. - Increase pass rate from 84% to at least 88%, reducing the gap from 5% to 4%			
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: Black - Increase pass rate from 72% to at least 75%, reducing the gap from 17% to 15% EL - Increase pass rate from 79% to at least 81%, reducing the gap from 10% to 9% SWD - Increase pass rate from 86% to at least 87%, reducing the gap from 3% to 3% Econ. Disadv. - Increase pass rate from 84% to at least 86%, reducing the gap from 5% to 4%		
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: Black - Increase pass rate from 75% to at least 77%, reducing the gap from 15% to 14% EL - Increase pass rate from 81% to at least 83%, reducing the gap from 9% to 8% SWD - Increase pass rate from 87% to at least 89%, reducing the gap from 3% to 2% Econ. Disadv. - Increase pass rate from 86% to at least 87%, reducing the gap from 4% to 4%		
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: Black - Increase pass rate from 77% to at least 80%, reducing the gap from 14% to 12% EL - Increase pass rate from 83% to at least 85%, reducing the gap from 8% to 7% SWD - Increase pass rate from 89% to at least 90%, reducing the gap from 2% to 2% Econ. Disadv. - Increase pass rate from 87% to at least 88%, reducing the gap from 4% to 4%		

MPSA - School Action Plan - 2024-25 to 2026-27

Principal: Cathy Genove

Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement ELA curriculum using WASECA Montessori phonics implementation in all Primary and LEM classrooms and APS curriculum resources as appropriate *Provide opportunities for EL and SpEd teachers to collaborate with Literacy Specialist or grade-level CLT where ever they are supporting students. *Use of decodable texts such as: Primary Phonics, Flyleaf *LEXIA usage for all students PreK-5	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs with support from MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs. Data will be presented weekly using the Master Data umbrella, NWEA ELA MAP gap students.
Tier 2: * Additional targeted small group 2.5 hours weekly based on using research based programs/strategies, progress monitored and documented. (Including Phonics intervention with reading specialists based on data from DIBELS, VALLS, MTSS and prior year SOL). *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas from NWEA ELA MAP, subsequent appropriate diagnostic assessments, to address students still scoring below benchmark. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives/CORE 95 phonics, anchor charts for key vocabulary, frontloading vocabulary, etc.) to aid comprehension. *LEXIA recommended usage for structured literacy at student's level for all Tier 1 students/those not on a VLA Reading Plan. All identified other students will receive LEXIA weekly. *Practice in decodable text, comprehension strategies and fluency for grades 3-5 as appropriate using reading room materials, ReadWorks, and Junior Great Books and SORA.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Intensive one-on-one or very small groups meeting 2.5 hours weekly using research based programs/strategies, progress monitored and documented (e.g., Orton Gillingham). * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions. * Structured literacy lessons in addition to core ELA block. * Multisensory decoding/encoding lessons; repeated opportunities for practice in all five pillars of literacy (phonemic awareness, phonics, fluency, vocabulary and comprehension). * Those identified as high risk will use LEXIA Core 5 intervention lessons.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning *Virginia Literacy Partnership professional development (Year long/grades K-5) *NWEA MAP ELA training/report generation/instructional connections *ReadWorks set up/organization, monitoring data via Master Spreadsheet to determine trends across the school, grade levels, classes and students			
Progress Monitoring			
Strategic Plan Measures	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Performance Objectives	KPI-SAGS-1.2-% of students passing the Reading SOL

MPSA - School Action Plan - 2024-25 to 2026-27
Principal: Cathy Genove

Strategic Plan Performance Objectives			
To determine if goal was achieved			
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- DIBELS NWEA ELA VALLSS Progress Monitoring Teacher/CLT/Grade- -ReadWorks progressive articles. -LEXIA usage and units completed.	School level- DIBELS NWEA ELA VALLSS Progress Monitoring Teacher/CLT/Grade- -ReadWorks progressive articles. -LEXIA usage and units completed.	School level- DIBELS NWEA ELA VALLSS Progress Monitoring Teacher/CLT/Grade- -ReadWorks progressive articles. -LEXIA usage and units completed.	School level- DIBELS NWEA ELA VALLSS Progress Monitoring Teacher/CLT/Grade- -ReadWorks progressive articles. -LEXIA usage and units completed.

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	On the 2024 YVM Survey: Student well-being: School Climate - 68% favorable rating. 2023 Panorma Spring Survey: Self-Management - 73% favorable, Social Awarenesss 66% favorable, Self-Efficacy 64% favorable	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By the June 2027 YVM Survey, at least 75% of MPSA students will respond favorably on the survey category student, social, emotional, and mental health.

Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	On the 2025, YVM Survey, at least 70% of MPSA students will respond favorably on the survey category student social, emotional, and mental health.		
Annual Performance Goal Year 2 (2025-26)	On the 2026, YVM Survey, at least 72% of MPSA students will respond favorably on the survey category student social, emotional, and mental health.		
Annual Performance Goal Year 3 (2026-27)	On the 2027, YVM Survey, at least 75% of MPSA students will respond favorably on the survey category student social, emotional, and mental health.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-1.2-Identify and train school and division staff on: (a)Evidence-based universal SEL curriculum that includes opportunities for student-student and student-staff dialogue and discussion, (b) Evidence-based social-emotional and behavioral interventions		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

MPSA - School Action Plan - 2024-25 to 2026-27

Principal: Cathy Genove

<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 	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> * 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	
<p>Tier 3</p> <ul style="list-style-type: none"> * 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	
<p>Professional Learning</p> <ul style="list-style-type: none"> 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-1.4-% of students responding favorably to YVM school climate question, "Overall, how much do you feel like you belong at your school?": 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	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	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.		
Baseline Data	On the 2024 YVM survey, 85% of MPSA families responded favorably on student and family engagement.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, On the YVM survey, at least 92% of MPSA families will respond favorably on student and family engagement on the Your Voice Matters survey results.

Annual Performance Goals

MPSA - School Action Plan - 2024-25 to 2026-27

Principal: Cathy Genove

Annual Performance Goal Year 1 (2024-25)	By June 2025, on the YVM survey, at least 88% of MPSA families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Annual Performance Goal Year 2 (2025-26)	By June 2026, on the YVM survey, at least 90% of MPSA families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Annual Performance Goal Year 3 (2026-27)	By June 2027, On the YVM survey, at least 92% of MPSA families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families): Weekly School Talk and and Monthly Coffee Chats to Promote Engagement with SEL Curriculum Review the components in the FACE Checklist, select at least one component/section and identify two-three practices to focus on during the SY23/24.	Sept- June, ongoing	Admin, All Staff	Admin will monitor the frequency of home to school and school to home communication via Parent Square metrics and attendance at events via headcount. Admin will monitor use of FACE components through walk throughs.
Action 2 (Communicating Effectively): ongoing Teacher/Parent communication via Parent Square	Sept- June, ongoing	Admin, Leadership Team	Admin will monitor the frequency of home to school and school to home communication via Parent Square metrics.
Action 3 (Student Success): Parent, Student, and Teacher Collaborative Displays and Projects - Home Cultures - Social Studies in Action - School Wide Evening Curriculum Events	Sept- June, ongoing	Admin, All Staff	Admin will monitor displays and projects via walk throughs and efficacy of school wide events via head counts and qualitative data gathered from parents and students during events.
Professional Learning: Staff will complete Parent Square training. School wide training in adult and student SEL and Equity will continue.	Sept- June, ongoing	Admin, All Staff	Admin will monitor staff completion of PD and will provide ongoing Professional Learning in the areas of SEL and Equity with resources from the division.
Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Eng	Strategic Plan Performance Objectives	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Eng
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)
	FACE Checklist		YVM

MPSA - School Action Plan - 2024-25 to 2026-27
Principal: Cathy Genove

Goal #5	Science - Proficiency Gaps		
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 2023 - SCIENCE SOL All - 88% Asian- 100% Black - 71% (17% gap) Hispanic - 70% (18% gap) EL - 100% SWD - 89% Econ. Disadv - 71% (17% gap)	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 Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 71% to at least 79%, reducing the gap from 17% to 12% Hispanic - Increase pass rate from 70% to at least 78%, reducing the gap from 18% to 13% Econ. Disadv. - Increase pass rate from 71% to at least 79%, reducing the gap from 17% to 12%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 71% to at least 74 %, reducing the gap from 17% to 15% Hispanic - Increase pass rate from 70% to at least 73%, reducing the gap from 18% to 16% Econ. Disadv. - Increase pass rate from 71% to at least 74%, reducing the gap from 17% to 15%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 74% to at least 77%, reducing the gap from 15% to 14% Hispanic - Increase pass rate from 73% to at least 76%, reducing the gap from 16% to 15% Econ. Disadv. - Increase pass rate from 74% to at least 77%, reducing the gap from 15% to 14%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 77% to at least 79%, reducing the gap from 13% to 12% Hispanic - Increase pass rate from 76 % to at least 78%, reducing the gap from 14% to 13% Econ. Disadv. - Increase pass rate from 77% to at least 79%, reducing the gap from 13% to 12%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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			

MPSA - School Action Plan - 2024-25 to 2026-27
Principal: Cathy Genove

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Create time during weekly CLT mtgs to review Science scope and sequence and assessments * Refine and review a curriculum map for science highlighting how Montessori curriculum and district resources to cover SOLS *Implement Science curriculum utilizing Montessori curriculum, county provided curriculum and curricular resources. -Teachers utilize and implement Montessori curriculum and APS science curriculum, pacing guides, and instructional materials that are provided by the Science Office via a Google Site. Primary instructional materials are Montessori Science materials, STEMscopes, BrainPop, Legends of Learning, Generation Genius that are aligned to the VDOE grade level Science standards. * Provide opportunities for EL and SpEd teachers to collaborate with grade-level CLT where ever they are supporting students. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. *Use of district provided progress monitoring assessments to inform teaching (such as exit tickets from Stemscores and Generation Genius and the district provided assessments in Mastery Connect). *Use Science SOL targeted CCT Choice boards to support science learning in grades 3-5 * Provide extensions for students who have mastered Science SOL standards. * Classroom teachers at the upper and lower elementary levels are participating in the Smithsonian/APS Migratory Bird learning partnership which will help increase student understanding of/and ability to apply the scientific process. *Utilize community partners (e.g. Scientist in the classroom, UVA) to provide authentic science experiments aligned to science standards of learning *Work collaboratively with the Elementary Science Specialist to develop and implement professional learning for staff on lesson development that explicitly address the VDOE K-5 Science curriculum framework for both content and cognition as well as vocabulary development, differentiation, and connection to the 5Cs *Develop a schedule with dedicated time for Science instruction in each grade level. At least 2.5 hrs/weeks on average. -Incorporate family engagement opportunities (e.g. STEAM Fair and monthly at-home STEAM challenges) to reinforce learning. 	<p>Sept-June, Ongoing</p>	<p>Admin, All Staff</p>	<p>Principal & APs with support from Science Office will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 2</p> <ul style="list-style-type: none"> *Tier 2 includes small group instruction (2-3x weekly) in the classroom during the instructional period that includes spiraling the curriculum to both reteach and reinforce key standards that students may need additional practice with as shown in the data *Instructional materials from STEMscopes, BrainPop, Legends of Learning, Generation Genius included resources to support Tier 2 instruction *Student receiving Tier 2 intervention are progress monitored through assessments such as Generation Genius, STEMscopes, Mastery Connect, etc. that are aligned to VDOE grade level standards. *Collaborative planning including EL and SpEd teachers and Advanced Academics Coach to target identified needs. Identify target areas (power standards), to address students scoring below 70% on district provided monitoring assessments. Ensure that ELs have access to environmental and visual scaffolds (such as anchor charts for key vocabulary and processes, etc.) to aid comprehensible input and recall. Some of this is provided for our Spanish speakers in StemScopes. 	<p>Sept-June, Ongoing</p>	<p>Admin, All Staff</p>	<p>Principal & APs with support from Science Office will monitor by conducting walkthroughs and observations and attending CLTs.</p>

MPSA - School Action Plan - 2024-25 to 2026-27
Principal: Cathy Genove

<p>Tier 3 * In addition to the regular science-block, intensive one-on-one or very small group meeting 2-3x weekly (using Montessori or district provided resources to reinforce learning) *Instructional materials from teachers toolbox on Science curriculum guide [e.g. picture vocabulary cards, language acquisition, read aloud], STEMscopes and Legends of Learning include resources to support Tier 3 instruction *Progress monitoring every 6-8 weeks and adjustments to the frequency or duration is made as needed. *Communication between classroom teacher and staff providing interventions to support intensive intervention groups. *Utilization of literacy based interventions (e.g. using Readworks to develop and assess literacy skills through Science content).</p>	<p>Sept-June, Ongoing</p>	<p>Admin, All Staff</p>	<p>Principal & APs with support from Science Office will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Professional Learning *Ongoing professional learning in STEMscopes and Generation Genius, in conjunction with the science lead teacher and science office, about best instructional practice to utilize science resources *Ongoing curriculum alignment work with Montessori lessons and VDOE grade level standards *Professional Development in use of Mastery Connect *Members of Montessori leadership team participate in instructional walkthroughs with APS Central Office staff and meet to debrief what was observed, and plan next steps to support continuous improvement efforts</p>	<p>1-2) August for initial training, Sept-June, Ongoing</p>	<p>Admin, School leadership team</p>	<p>Principal will monitor implementation through review of professional learning plans, curriculum documents, walkthroughs, observations and regular check-ins with members of the school leadership team</p>
<p>Staffing Supports - Prioritize placement and assignment of new staff within Montessori teaming structure (Lower Elementary-1st-3rd & Upper Elementary-4th-5th) to utilize strengths of staff to address student learning needs and school-wide focus areas for improvement -Principal will actively collaborate with Human Resources on recruitment of high quality elementary teachers with demonstrated experience/expertise in Science & Special Educaiton that includes attending recruitment events, screening candidates. -Principal will work collaboratively with APS partnership coordinator to establish and/or utilize existing community partners in STEAM related fields to support recruitment of high quality partners -Strengthen job-embedded professional learning and offerings align with student needs and areas of professional growth -Increase coaching opportunities to support staff with delivery of Montessori and APS science curriculum -Continue weekly meetings with the school leadership team to support continuous improvement processes, address school-wide needs, and involve staff in decision making processes. -School leadership team participates in a quarterly standing meeting with Central Office program office Directors/Supervisors. Meetings include a review of data, professional learning, supports for students and staff.</p>	<p>Sept-June, Ongoing</p>	<p>Admin, School leadership team</p>	<p>Principal will monitor implementation through the hiring and master schedule development process and weekly check-ins with staff responsible for completing action steps.</p>

Progress Monitoring

<p align="center">Strategic Plan Measures To determine if goal was achieved</p>	<p>LGI-SAGS-1.4-Science SOLs</p>	<p align="center">Strategic Plan Performance Objectives</p>	<p>KPI-SAGS-1.5-% of students passing the Science SOL</p>
<p align="center">Evidence of Progress toward Annual Goal (MP1)</p>	<p align="center">Evidence of Progress toward Annual Goal (MP2)</p>	<p align="center">Evidence of Progress toward Annual Goal (MP3)</p>	<p align="center">Evidence of Progress toward Annual Goal (MP4)</p>

MPSA - School Action Plan - 2024-25 to 2026-27
Principal: Cathy Genove

<p>School wide APS provided Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p>School wide APS provided Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p>School wide APs provided Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p>School wide APS provided Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] VA Science SOL pass rate</p> <p>Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>
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