

# 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<br><br>All: 58%<br>Black - Pass 40% (gap 18%)<br>Hispanic - Pass 32% (gap 26%)<br>EL - Pass 32% (gap 26%)<br>SWD - Pass 30% (gap 26%)<br>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:<br><br>Black - Increase pass rate from 40% to at least 52%, reducing the gap from 18% to 13%<br>Hispanic - Increase pass rate from 32% to at least 47%, reducing the gap from 26% to 18%<br>EL - Increase pass rate from 32% to at least a 47%, reducing the gap from 26% to 18%<br>SWD - Increase pass rate from 30% to at least 46%, reducing the gap from 28% to 19%<br>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:<br><br>Black - Increase pass rate from 52% to at least 60%, reducing the gap from 13% to 8%<br>Hispanic - Increase pass rate from 47% to at least 57%, reducing the gap from 18% to 11%<br>EL - Increase pass rate from 47% to at least 57%, reducing the gap from 18% to 11%<br>SWD - Increase pass rate from 46% to at least 56%, reducing the gap from 19% to 12%<br>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

### Principal: Edwin Acevedo

|   |   |
|---|---|
| <b>Annual Performance Goal<br/>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> |
|---|---|

### 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 |
|--------------|--|--|----------|---------------------------|-------------------------------|
|              |  |  |          |                           |                               |

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

### Principal: Edwin Acevedo

|  |   |                                      |                         |   |  |
|--|---|--------------------------------------|-------------------------|---|--|
| <p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Consistent Math CLTs</li> <li>* Utilize the 3 Math Workshop structures with each unit implemented with fidelity across all grade levels</li> <li><b>* Concrete, Representational and Abstract (CRA model) will be implemented with fidelity within the Math Workshop structures</b></li> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Ensure students have access to mathematics tools (ex: manipulatives, grids, anchor charts, word walls, etc.) every day</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li><b>* K-5 Pre-assessments for every unit</b></li> <li><b>* K-2 use the Number Relationships Assessment and/or Math Recovery Assessments to monitor every quarter</b></li> <li><b>* K-5 utilize unit exit tickets/quick checks weekly or bi-weekly depending on skills taught</b></li> <li><b>* K-5 utilize DreamBox data weekly or bi-weekly depending on skills taught or lessons assigned for practice</b></li> <li><b>* Teachers use data from Tier 1 instruction to plan reteaching, to meet the needs of learners and address gaps in conceptual understanding to include, but not limited to, early numeracy.</b></li> <li><b>* Teachers also utilize the Math Recovery program in K-2 and other resources to support students daily in small groups during Tier 1 instruction.</b></li> <li><b>* Quarterly planning days to review SOLs and pace units of study utilizing county-provided curriculum, materials, and strategic choice opportunities</b></li> <li><b>* Host Math Night to engage families in the math curriculum and math structure</b></li> </ul> | 1 | ESSA Tier 2:<br>Moderate<br>Evidence | Sept - June,<br>ongoing | Classroom<br>teachers, EL, SpEd<br>teachers, Math<br>Coach, | Principal & APs will support<br>with ATSS, Math, SPED & EL<br>Office - will monitor by<br>conducting walkthroughs and<br>observations and attending<br>CLTs. |
| <p><b>Tier 2 Targeted In-Class Instruction</b></p> <ul style="list-style-type: none"> <li>*Coach and interventionist push-in support</li> <li>*Small group targeted instruction during Math Workshop using pre-assessment</li> <li>*Use formative data to inform instruction</li> <li>*EL teacher support (either in the math block or consulting with scaffolding strategies)</li> <li><b>*Use Math Recovery® (AVMR) and Number Relations tools to address gaps in early numeracy</b></li> <li><b>*Provide iPads for home practice (Dreambox)</b></li> </ul>  | 3 | ESSA Tier 2:<br>Moderate<br>Evidence | Sept - June,<br>ongoing | Classroom<br>teachers, EL, SpEd<br>teachers, Math<br>Coach, | Principal & APs will support<br>with ATSS, Math, SPED & EL<br>Office - will monitor by<br>conducting walkthroughs and<br>observations and attending<br>CLTs. |

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

### Principal: Edwin Acevedo

|  |   |                                       |                         |   |  |
|--|---|---------------------------------------|-------------------------|---|--|
| <p><b>Tier 3 Targeted Small Group Instruction</b><br/>         * 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, DreamBox, Math Recovery® (AVMR) by trained Math Recovery teacher, Kathy Richardson)<br/>         * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and interventionists to support station activities and guided-group activities.<br/>         * <b>Students in grades 3 through 5 will receive Tier 3 Bridges or AVMR Math Recovery Interventions if they score 1-20% on the NWEA Math MAP assessment screener. Interventions take place 5 times a week for 30 minutes and are provided by a math interventionist or classroom teacher in a small group setting.</b></p> | 2 | ESSA Tier 2:<br>Moderate<br>Evidence  | Sept - June,<br>ongoing | Classroom<br>teachers, EL, SpEd<br>teachers, Math<br>Coach, | Principal & APs will support<br>with ATSS, Math, SPED & EL<br>Office - will monitor by<br>conducting walkthroughs and<br>observations and attending<br>CLTs. |
| <p><b>Professional Learning:</b><br/>         * 3 Math Workshop Structures (2024-25)<br/>         * <b>Content Academies to support the efficacy of teachers in the study of mathematics (after contract)</b><br/>         * SIOP (2025-26)</p>  | 4 | ESSA Tier 3:<br>Promising<br>Evidence | Sept - June,<br>ongoing | Classroom<br>teachers, EL, SpEd<br>teachers, Math<br>Coach, | Principal & APs will support<br>with ATSS, Math, SPED & EL<br>Office - will monitor by<br>conducting walkthroughs and<br>observations and attending<br>CLTs. |

### Progress Monitoring

|  |  |   |   |
|--|--|---|---|
| <b>Strategic Plan - Measures -<br/>To determine if goal was achieved</b>   | LGI-SAGS-1.3-Math SOLs   | <b>Strategic Plan - Key<br/>Performance Indicators</b>  | KPI-SAGS-1.4-% of students passing the Math SOL   |
| <b>Evidence of Progress toward Annual Goal<br/>(MP1)</b>   | <b>Evidence of Progress toward Annual Goal<br/>(MP2)</b>   | <b>Evidence of Progress toward Annual Goal<br/>(MP3)</b>  | <b>Evidence of Progress toward Annual Goal<br/>(MP4)</b>  |
| <p><b>School level-</b><br/>NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b><br/>           -District Unit Assessments (Mastery Connect - grades 3-5)<br/>           -District Quick Checks (formative)<br/>           -Progress Monitoring Data from Interventions (Bridges)</p> | <p><b>Teacher/CLT/Grade</b><br/>           -District Unit Assessments (Mastery Connect - grades 3-5)<br/>           -District Quick Checks (formative)<br/>           -Progress Monitoring Data from Interventions (Bridges)</p> | <p><b>School level</b><br/>NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b><br/>           -District Unit Assessments (Mastery Connect - grades 3-5)<br/>           -District Quick Checks (formative)<br/>           -Progress Monitoring Data from Interventions (Bridges)</p> | <p><b>School level-</b><br/>NWEA - MAP Growth</p> <p><b>Teacher/CLT/Grade</b><br/>           -District Unit Assessments (Mastery Connect - g<br/>           -District Quick Checks (formative)<br/>           -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       |

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

### Principal: Edwin Acevedo

|  |  |   |  |
|--|--|---|--|
| <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 - Reading SOL<br><br>All: 60%<br>Black - Pass 51% (gap 9%)<br>Hispanic - Pass 32% (gap 28%)<br>EL - Pass 32% (gap 28%)<br>SWD - Pass 33% (gap 27%)<br>Econ. Disadv - Pass 43% (gap 17%)  | <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 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 11% to 7%  
 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%

|   |  |  |  |
|---|--|--|--|
| <b>Annual Performance Goals</b>                 |  |  |  |
| <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:<br><br>Black - Increase pass rate from 51% to at least 59%, reducing the gap from 9% to 5%<br>Hispanic - Increase pass rate from 32% to at least a 47%, reducing the gap from 28% to 17%.<br>EL - Increase pass rate from 32% to at least a 47%, reducing the gap from 28% to 17%.<br>SWD - Increase pass rate from 33% to at least a 48%, reducing the gap from 27% to 16%.<br>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:<br><br>Black - Increase pass rate from 59% to at least 66%, reducing the gap from 5% to 2%<br>Hispanic - Increase pass rate from 47% to at least 57%, reducing the gap from 17% to 11%<br>EL - Increase pass rate from 47% to at least 57%, reducing the gap from 17% to 11%<br>SWD - Increase pass rate from 48% to at least 57%, reducing the gap from 16% to 11%<br>Econ. Disadv. - Increase pass rate from 54% to at least 62%, reducing the gap from 10% to 6%              |  |  |

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

## Principal: Edwin Acevedo

|   |  |
|---|--|
| <b>Annual Performance Goal<br/>Year 3 (2026-27)</b> | <p>By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 66% to at least 79%, no gap<br/>         Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7%<br/>         EL - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7%<br/>         SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 11% to 7%<br/>         Econ. Disadv. - Increase pass rate from 62% to at least 65%, reducing the gap from 6% to 5%</p> |
|---|--|

### 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

| Action Steps   | <u>Title I Schoolwide Component (1-4)</u> | <u>ESSA Evidence Tier (1-4)</u> | Timeline           | Responsible & Accountable                              | Monitoring for Implementation  |
|--|---|---------------------------------|--------------------|--|--|
| <p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>* Implement systematic Phonics Instruction in K-3 with fidelity (95% Core Phonics) - 30 minutes/day</li> <li>* Integrate authentic writing tasks across the curriculum</li> <li>* Utilize regular fluency activities</li> <li>* Integrate Lexia to reinforce grade level foundation skills</li> <li>* Practice reading in decodable and authentic texts</li> <li>* Utilize data from CKLA, Core Phonics and Lexia unit assessments to drive instruction</li> <li>* <b>Provide decodable text resources (e.g. 95% Core Phonics) aligned to core phonics curriculum</b></li> <li>* <b>Coaching support on phonics &amp; knowledge building</b></li> <li>* <b>Quarterly planning days to review SOLs and pace units of study utilizing county-provided curriculum, materials, and strategic choice opportunities</b></li> <li>* <b>Host Literacy Night to engage families in literacy rich activities that can be in taken home</b></li> <li>* <b>Hold Literacy focused Principal Chats</b></li> <li>* <b>ELA walkthroughs with school and Central Office personnel</b></li> </ul> | 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. |
| <p><b>Tier 2:</b></p> <ul style="list-style-type: none"> <li>* Lexia : lessons, skill builders &amp; independent practice</li> <li>* Lexia English for EL 1 and EL 2</li> <li>* Phonics Lesson Library</li> <li>* Practice in decodable texts (Grades 4 &amp; 5)</li> <li>* Core Phonics Intervention Guide suggestions</li> </ul>   | 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. |

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

### Principal: Edwin Acevedo

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <p><b>Tier 3: (30 minutes/5x week)</b></p> <ul style="list-style-type: none"> <li>* <b>Multisensory decoding/encoding structured literacy lessons; repeated opportunities for practice</b></li> <li>* Use approved VDOE intervention materials such as: Wilson Just Words (4th &amp; 5th), Bridge the Gap, Lexia, etc.</li> <li>* <b>Integrate comprehension-building practices to help students make sense of text</b></li> <li>* <b>Reading specialists use multiple data points (screeners, diagnostics, and data from tier 1 instruction) to provide explicit and systematic reading intervention to students who require it.</b></li> <li>* <b>Students in 4 and 5 receive intervention if they scored in the 1-20% on NWEA MAP and intensive on DIBELS. The intervention is a systematic, explicit intervention focused on multisyllabic decoding and/or comprehension strategies 30 minutes a day, 5 days a week. Interventionists will consistently provide students with opportunities to ask and answer questions to better understand the text they read; teach students a routine for determining the gist of a short section of text; and teach students to monitor their comprehension as they read.</b></li> <li>* <b>Students receiving a reading intervention will be progress monitored every 3 weeks using VALLSS subtests (K-3) or DIBELS tasks (4-5)</b></li> <li>* <b>Interventions will be monitored every 6-8 weeks (sooner if evidence of growth or lack of it) to determine its level of success. Student data will be used to identify if the intervention should be continued or if adjustments need to be made to the frequency, intensity or intervention.</b></li> </ul> | 3  | ESSA Tier 1:<br>Strong Evidence                          | Sept-June,<br>ongoing                                    | Admin, All<br>Teachers, Reading<br>Specialists | Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs. |
| <p><b>Professional Learning</b></p> <ul style="list-style-type: none"> <li>* Virginia Literacy Act course</li> <li>* Professional development workshops on integrating SIOP strategies into classroom instruction (sentence stems, realia, visuals, content &amp; language objectives) - 2025-26</li> <li>* <b>Offer content knowledge building academies</b></li> <li>* <b>additional professional learning in VDOE approved instructional materials</b></li> <li>* <b>CKLA Coaching</b></li> </ul>  | 4  | ESSA Tier 3:<br>Promising<br>Evidence                    | Sept-June,<br>ongoing                                    | Admin, All<br>Teachers, Reading<br>Specialists | Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs. |
| <b>Progress Monitoring</b>  |  |  |  |  |  |
| <b>Strategic Plan - Measures -<br/>To determine if goal was achieved</b>  | LGI-SAGS-1.1-Reading SOLs                                | <b>Strategic Plan - Key<br/>Performance Indicators</b>   | KPI-SAGS-1.2-% of students passing the Reading SOL       |  |  |
| <b>Evidence of Progress toward Annual Goal<br/>(MP1)</b>  | <b>Evidence of Progress toward Annual Goal<br/>(MP2)</b> | <b>Evidence of Progress toward Annual Goal<br/>(MP3)</b> | <b>Evidence of Progress toward Annual Goal<br/>(MP4)</b> |  |  |

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

### Principal: Edwin Acevedo

|  |  |   |   |
|--|--|---|---|
| <b>School level-</b><br>VALLSS<br>NWEA<br><br><b>Teacher/CLT/Grade-</b><br>-95% End of Unit [Mastery Connect] (Grades 3-5) | <b>Teacher/CLT/Grade-</b><br>-95% End of Unit [Mastery Connect] (Grades 3-5) | <b>School level-</b><br>VALLSS<br>NWEA<br><br><b>Teacher/CLT/Grade-</b><br>-95% End of Unit [Mastery Connect](Grades 3-5) | <b>School level</b><br>NWEA<br><br><b>Teacher/CLT/Grade-</b><br>-95% End of Unit [Mastery Connect]<br>-Quarterly Assessments [Mastery Connect] (Grades 3-5) |
|--|--|---|---|

| <b>Goal #3</b>  | <b>Student Well-Being</b>   |   |   |
|---|---|---|---|
| <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>  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;">Spr. 2024<br/>Student Well-Being: Social, Emotional, and Mental Health- 53% favorable response</td> <td style="width: 40%; padding: 5px; text-align: center;"><b>Identify if goal is required based on state or federal requirements, or other guidelines</b></td> </tr> </table> | Spr. 2024<br>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> |
| Spr. 2024<br>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

| <b>Annual Performance Goals</b>                 |   |
|---|---|
| <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 |

| <b>Strategic Plan Strategies</b>                          |   |
|---|---|
| <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> |   |

| <b>Action Steps</b> |  |  |                 |                                      |                                      |
|---------------------|--|--|-----------------|--------------------------------------|--------------------------------------|
|                     | <a href="#">Title I Schoolwide Component (1-4)</a> | <a href="#">ESSA Evidence Tier (1-4)</a> | <b>Timeline</b> | <b>Responsible &amp; Accountable</b> | <b>Monitoring for Implementation</b> |

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

### Principal: Edwin Acevedo

|  |   |                                    |                    |  |  |
|--|---|------------------------------------|--------------------|--|--|
| <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:<br>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:<br>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:<br>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:<br>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, &        | <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> |
|----------------|---------------------|

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

### Principal: Edwin Acevedo

|   |  |   |                       |                                      |  |
|---|--|---|-----------------------|--------------------------------------|--|
| <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> |                       |                                      |  |
| <b>3 Year Performance Goal</b>  |  |   |                       |                                      |  |
| By 2027, 90% of parents will respond favorably to YVM category, Partnerships: Family Engagement   |  |   |                       |                                      |  |
| <b>Annual Performance Goals</b>   |  |   |                       |                                      |  |
| <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  |   |                       |                                      |  |
| <b>Strategic Plan Strategies</b>  |  |   |                       |                                      |  |
| <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>   |  |   |                       |                                      |  |
| <b>Action Steps</b>   |  |   |                       |                                      |  |
| <b>Action Steps</b>   | <u><a href="#">Title I Schoolwide Component (1-4)</a></u>  | <u><a href="#">ESSA Evidence Tier (1-4)</a></u>   | <b>Timeline</b>       | <b>Responsible &amp; Accountable</b> | <b>Monitoring for Implementation</b>                   |
| <b>Action 1 (Welcoming All Families)</b><br>* Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as:<br>-integrated meals, child care, and transportation;<br>-multilingual engagement, including translation, varied language of engagement, and/or interpretation; and<br>-flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)<br>* | 1  | ESSA Tier 3: Promising Evidence   | September and October | FACE lead and the FACE team          | FACE checklist completion reviewed in the FACE meeting |

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

### Principal: Edwin Acevedo

|  |   |                                       |                                     |                                 |   |
|--|---|---------------------------------------|-------------------------------------|---------------------------------|---|
| <p><b>Action 2 (Communicating Effectively):</b></p> <ul style="list-style-type: none"> <li>* Explore what effective communication looks like for your staff and family partnerships.</li> <li>* 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.</li> <li>* Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis.</li> <li>* Initiate frequent attendance meetings with key stakeholders to ensure student attendance data is monitored and action plans developed.</li> </ul> | 3 | ESSA Tier 3:<br>Promising<br>Evidence | September<br>through June           | Administration and<br>FACE team | Administration monitoring<br>ParentSquare usage |
| <p><b>Action 3 (Student Success):</b></p> <ul style="list-style-type: none"> <li>* Review the school's family engagement practice to identify alignment to School Action Plan &amp; our families' needs</li> <li>* Create a School-based FACE Team to support student learning through high-impact strategies.</li> <li>* Class meetings where parents and teachers share learning strategies and review key skills for students.</li> </ul>   | 3 | ESSA Tier 3:<br>Promising<br>Evidence | Once per<br>quarter through<br>June | FACE lead and<br>the FACE team  | Administration meeting with<br>FACE team        |

#### Progress Monitoring

|  |   |   |   |
|--|---|---|---|
| <b>Strategic Plan - Measures -<br/>To determine if goal was achieved</b>   | LGI-P-2.1-YVM Family - Partnerships: Family<br>Engagement | <b>Strategic Plan - Key<br/>Performance Indicators</b>                                  | KPI-P-1.1-% of students responding favorably to YVM category<br>Student Partnerships: School & Community* |
| <b>Evidence of Progress toward Annual Goal<br/>(MP1)</b>   | <b>Evidence of Progress toward Annual Goal<br/>(MP2)</b>  | <b>Evidence of Progress toward Annual Goal<br/>(MP3)</b>                                | <b>Evidence of Progress toward Annual Goal<br/>(MP4)</b>  |
| Sign in sheets for PTA and attendance reports from night events<br>FACE checklist data<br>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.<br>FACE checklist data | YVM survey<br>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. |

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

### Principal: Edwin Acevedo

|  |   |   |   |
|--|---|---|---|
| <b>Baseline Data</b>   | <p>Spring 2024 - Science SOL</p> <p>All: 46%</p> <p>Black - Pass 38% (gap 8%)</p> <p>Hispanic - Pass 20% (gap 26%)</p> <p>EL - Pass 18% (gap 28%)</p> <p>SWD - Pass 18% (gap 28%)</p> <p>Econ. Disadv - Pass 31% (gap 15%)</p>  | <b>Identify if goal is required based on state or federal requirements, or other guidelines</b> | <p>Yes, '23-'24 science scores are at a level 3 performance rating.</p> |
| <b>3 Year Performance Goal</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> <p>Black - Increase pass rate from (Spr. 2023 pass rate) 38% to at least a 65%, reducing the gap from 8% to 1%</p> <p>Hispanic - Increase pass rate from (Spr. 2023 pass rate) 20% to at least a 60%, reducing the gap from 26% to 7%</p> <p>EL - Increase pass rate from (Spr. 2023 pass rate) 18% to at least a 60%, reducing the gap from 28% to 7%</p> <p>SWD - Increase pass rate from (Spr. 2023 pass rate) 18% to at least a 60%, reducing the gap from 28% to 12%</p> <p>Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 31% to at least a 63%, reducing the gap from 15% to 4%</p> |   |   |   |
| <b>Annual Performance Goals</b>  |   |   |   |
| <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> <p>Black - Increase pass rate from (Spr. 2024 pass rate) 38% to at least a 51%, reducing the gap from 8% to 5%</p> <p>Hispanic - Increase pass rate from (Spr. 2024 pass rate) 20% to at least a 40%, reducing the gap from 26% to 16%</p> <p>EL - Increase pass rate from (Spr. 2024 pass rate) 18% to at least a 39%, reducing the gap from 28% to 17%</p> <p>SWD - Increase pass rate from (Spr. 2024 pass rate) 18% to at least a 39%, reducing the gap from 28% to 17%</p> <p>Econ. Disadv. - Increase pass rate from (Spr. 2024 pass rate) 31% to at least a 46%, reducing the gap from 15% to 10%</p> |   |   |
| <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> <p>Black - Increase pass rate from (Spr. 2023 pass rate) 51% to at least a 59%, reducing the gap from 5% to 4%</p> <p>Hispanic - Increase pass rate from (Spr. 2023 pass rate) 40% to at least a 52%, reducing the gap from 16% to 11%</p> <p>EL - Increase pass rate from (Spr. 2023 pass rate) 39% to at least a 51%, reducing the gap from 17% to 12%</p> <p>SWD - Increase pass rate from (Spr. 2023 pass rate) 39% to at least a 51%, reducing the gap from 17% to 12%</p> <p>Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 31% to at least a 56%, reducing the gap from 10% to 7%</p>  |   |   |

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

## Principal: Edwin Acevedo

|   |   |
|---|---|
| <b>Annual Performance Goal<br/>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> <p>Black - Increase pass rate from (Spr. 2023 pass rate) 59% to at least a 65%, reducing the gap from 4% to 1%<br/>         Hispanic - Increase pass rate from (Spr. 2023 pass rate) 52% to at least a 60%, reducing the gap from 11% to 7%<br/>         EL - Increase pass rate from (Spr. 2023 pass rate) 51% to at least a 60%, reducing the gap from 12% to 7%<br/>         SWD - Increase pass rate from (Spr. 2023 pass rate) 51% to at least a 60%, reducing the gap from 12% to 12%<br/>         Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 56% to at least a 63%, reducing the gap from 7% to 4%</p> |
|---|---|

### 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

| 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 to analyze unit data, develop Tier 2 plans for review, and remediation groups for Tier 3 instruction.</li> <li>- Complete unit benchmark assessments <b>in MasteryConnect</b> 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>- <b>Adjust science units in order to fit both science and social studies units of study in the allotted time for content.</b></li> <li>- Implement science curriculum using district-wide adopted resources, <b>such as STEMscopes, Generation Genius and Legends of Learning.</b></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>- 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>- <b>5th grade will teach whole 5th grade science units.</b></li> <li>-<b>4th grade standards will be retaught over the course of a week or two after the completion of a 5th grade unit.</b></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> <li>- <b>Develop enriching vocabulary activities to build student lexicons.</b></li> <li>- <b>Hire a clerical support staff for material preparation of science hands on labs and instruction.</b></li> <li>- <b>Quarterly planning days to review SOLs and pace units of study utilizing county-provided curriculum, materials, and exploration opportunities</b></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. |

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

### Principal: Edwin Acevedo

|  |   |                                    |                        |  |  |
|--|---|------------------------------------|------------------------|--|--|
| <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, Studies Weekly, and Legends of Learning</li> <li>- Provide an opportunity to engage families with Science Instruction - Science Night</li> <li>- <b>Develop small group review of previously taught material.</b></li> </ul>   | 2 | ESSA Tier 3:<br>Promising Evidence | Sept- June,<br>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> <li>- <b>Science coach will be available to pull intervention groups in Grade 4 and Grade 5 during the Cardinal block of time - the intervention block.</b></li> </ul>   | 2 | ESSA Tier 3:<br>Promising Evidence | Sept- June,<br>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:<br>Promising Evidence | Sept- June,<br>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

|  |  |  |  |
|--|--|--|--|
| <b>Strategic Plan - Measures -<br/>To determine if goal was achieved</b> | LGI-SAGS-1.4-Science SOLs                                | <b>Strategic Plan - Key<br/>Performance Indicators</b>   | KPI-SAGS-1.5-% of students passing the Science SOL       |
|  |  |  |  |
| <b>Evidence of Progress toward Annual Goal<br/>(MP1)</b>                 | <b>Evidence of Progress toward Annual Goal<br/>(MP2)</b> | <b>Evidence of Progress toward Annual Goal<br/>(MP3)</b> | <b>Evidence of Progress toward Annual Goal<br/>(MP4)</b> |

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

### Principal: Edwin Acevedo

|   |  |   |   |
|---|--|---|---|
| <p><b>School wide</b><br/>Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b><br/>-Third Grade Alternative (Performance) Assessments<br/>-Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p> | <p><b>School wide</b><br/>Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]<br/>Mid Year Assessment for Grades 3 - 5 (Mastery Connect)</p> <p><b>Teacher/CLT/Grade</b><br/>-Third Grade Alternative (Performance) Assessments<br/>-Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p> | <p><b>School wide</b><br/>Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p><b>Teacher/CLT/Grade</b><br/>-Third Grade Alternative (Performance) Assessments<br/>-Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p> | <p><b>School wide</b><br/>Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]<br/>Grade 5 Science SOL</p> <p><b>Teacher/CLT/Grade</b><br/>-Third Grade Alternative (Performance) Assessments<br/>-Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p> |
|---|--|---|---|

### Arlington Public Schools Integrated Title I Schoolwide Program Design and School Action Plan

This plan, as part of the APS Progressive Planning Model, serves as the [APS School Action Plan](#) addressing Virginia Standards of Quality and Arlington School Board policy and also as the annual revision of the [Title I Schoolwide Program Design and Action Plan](#): our school community's plan to collaboratively build on our successes and continue to strive for continuous improvement, accelerated learning, and excellence for all students. We ground the work in the foundations listed in the narrative below. In the table, we detail the focal actions that we plan to engage intensely with this school year and the annual progress we aim to make towards our multiyear goals as we continue to walk in APS' Mission to "ensure all students learn and excel in high-quality, safe, and supportive schools", in alignment with the [APS Strategic Plan](#) to realize the APS Vision to "provide an outstanding education where every student develops the skills and knowledge to become successful, college- or career-ready graduates and responsible global citizens". Every focal strategy selected for inclusion in our plans for the year ahead is motivated by a commitment to equitable and engaging practices that support each student in our school.

### Foundational Practices

The focal strategies for this school year listed above are built on the foundation of continuing use of evidence-based reform strategies already established as effective practice in our school community, such as:

Implementation of evidence-based (ESSA Tier 1) Arlington Tiered System of Support (ATSS), including:

- Cultural identity as a Professional Learning Community (PLC)
- Structure of regularly meeting Collaborative Learning Teams (CLT)
- Continuous cycle of data-informed decision-making and responsive planning for instruction and for schoolwide program design

Universal master schedule that promotes collaborative learning time (CLT) in ELA, Math, and Science. Additionally, it provides for common time for interventions by specialists. **Reading and Math coaches prioritize support and coaching cycles to classrooms with the greatest turnaround need.**

Social-emotional learning support for staff and students, including:

- A consistent framework that provides resources and supports to address the whole child and help every student to be social-emotionally successful.
- Aligned with the research organized into the [CASEL model of Social and Emotional Learning](#), our school's foundational framework is Responsive Classroom (ESSA Evidence Tier 3).
- Differentiated supports aligned with the [APS Social-Emotional Learning Reference Guide](#).

Professional learning to improve student learning experiences and outcomes, including opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices aligned with those APS has embraced as a school system.

Family engagement founded in the PTA [National Standards for Family-School Partnerships](#) and the [Dual Capacity-Building Framework for Family-School Partnerships](#) and codified in the [APS Family and Community Engagement \(FACE\) Policy](#) and [Policy Implementation Procedures](#) (both [At A Glance](#)).

Provision of prekindergarten, kindergarten, and support for students transitioning into school, collaboratively coordinated at the district and school level.

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

## Principal: Edwin Acevedo

### STAFFING Supports -

- Strengthen job-embedded professional learning and offerings align with student needs and areas of professional growth
- Increase staff recognition programs, peer observation, mentorship
- Continue monthly meetings with the instructional leadership team (ILT) and school action committee (SAC) to listen to concerns and involve staff in decision making processes.
- School leadership team (Principal, AP, ILT & SAC, coaches) meets at least 1x/month to discuss a range of topics to support continuous school improvement. School leadership team also has a quarterly standing meeting with Central Office program office Directors/Supervisors. Meetings include a review of data, professional learning, supports for students and staff.

District-level coordination of services for students experiencing homelessness and students in foster care.

Strategic utilization of a variety of resources including local and supplemental funds (including, for example, Title I, Part A ) to support the work of the school, the schoolwide program, and the school action plan.

Our Supplemental Title I staffing of 3.4 FTE support (1.1 Title I Reading Teachers positions; 1.8 Title I Academic Support Teachers; and a .5 Title I Science Coach) provide additional intervention as well as coaching to teachers in tier 1 and tier 2 classroom instruction.

### The Title I Schoolwide Comprehensive Needs Assessment

A comprehensive needs assessment is conducted of the entire school that is based on student achievement in relation to the Virginia Standards of Learning (SOL) and other key indicators. This systematic effort is integrated throughout the school year, regularly revisited, involves multiple stakeholders, and is accomplished through a variety of information-gathering techniques in order to acquire an accurate and thorough picture of individual student needs as well as the strengths and challenges of the school community. A summary of data analyses is included here. The analyses of these data guide the identification and prioritization of reform strategies that the school will implement to improve instruction for all students, as detailed in this plan.

In conducting the needs assessment, student performance on Reading, Mathematics, and Science SOL assessments was analyzed via multiple methods, including, for example, overall as a school, in comparison to Arlington Public Schools and Virginia peers, disaggregated by grade level, and disaggregated by student reporting groups identified by the United States Department of Education (US ED) and the Virginia Department of Education (VDOE). A summary of this information is available to the public in the [School Quality Profile for the school](#), for the [district](#), and for the [Commonwealth](#). SOL assessment data from Spring 2023 were analyzed as foundational data and additional quantitative and qualitative data analyses from other sources were used to develop a robust and well-rounded assessment of continuing and emerging needs. Additional data points analyzed during the process include:

- Formative and summative student academic performance data from measures such as those specified in the [APS Division Literacy Plan](#) (Virginia Language & Literacy Screener (VALLS) K-3, DIBELS Gr1-5, NWEA MAP Growth Reading Gr3-5, Lexia Core 5 for PreK-5, Phonics Survey for Diagnostics, Phonological Awareness Screener, APS Quarterly Reading Assessment series), [APS Mathematics assessments](#) including Early Mathematics Assessment System (EMAS) PreK-K, NWEA Math Growth Gr1-5, APS Math Unit Pre-Assessments and exit tickets, APS Quarterly and End-of-Unit Science Assessment series, common formative assessments, as well as Reading, Spelling, and Mathematics intervention progress monitoring
- English language proficiency data (WIDA ACCESS)
- Data that speak to Social Emotional Learning such as attendance, discipline, and results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and the instructional coaches CLT
- Community engagement, experience, and perception data such as the Your Voice Matters survey, FACE self-assessment, and the Title I School-Family Partnership Survey.

The [Arlington Public Schools 2024-2030 Strategic Plan](#), [APS Teaching and Learning Framework](#), and [district and school context](#) also guide the work.

Multiple stakeholders participated in the comprehensive needs assessment process including all of those listed as responsible parties above, administrators, instructional staff spanning grade levels and specialties, and family and community members through established school learning teams and working groups such as the PTA, School Leadership Team, Instructional Coaching Team, and Grade-Level Collaborative Learning Teams.

Based on the results of the analyses conducted as part of the school's comprehensive needs assessment, focal areas for continuous improvement in the coming year (as detailed in the table above) include:

Strengthening math performance for all students, and particularly for English Learners and Students With Disabilities.

Strengthening school and family connections throughout our school community with a focus on teacher-parent communications and academic partnerships.

Strengthening attendance for all students and particularly those experiencing chronic absenteeism by promoting a sense of belonging among students, providing opportunities for mentorship, and other supports.