

Carlin Springs - School Action Plan - 2024-25 to 2026-27
Principal: Carmen Delacruz

Goal #1	Math - 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 - Overall: 39 % passed Key Areas of Needs Asian - 48% Black - 29% Hispanic - 34% Multiple Races - 50% English Learners (1-4) - 28% Economically Disadvantaged - 42% Students with Disabilities - 16%	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 Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

All Students: Increase the pass for All Students from 39% to 66%

- Increase the pass rate for **Asian** from 48% to at least a 68%
- Increase the pass rate for **Black** from 29% to at least a 63%, reducing the gap from 10% to 3%
- Increase the pass rate for **Hispanic** from 34% to at least a 64%, reducing the current gap from 5% to 2%
- Increase the pass rate for **Multiple Races** from 50% to at least a 69%
- Increase the pass rate for **EL** from 28% to at least a 62%, reducing the current gap from 11% to 2%
- Increase the pass rate for **SWD** from 16% to at least a 59%, reducing the current gap by 23% to 7%
- Increase the pass rate for **ED** from 42% to at least a 65%

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: All Students - Increase the pass rate from 39% to at least 51% Asian -Increase the pass rate for from 48% to at least 57%, Black -Increase the pass rate from 29% to at least 45%, reducing the current gap from 10% to 6% Hispanic -Increase the pass rate from 34% to at least 48%, reducing the gap from 5% to 3% Multiple Races -Increase the pass rate from 50% to at least 59% EL -Increase the pass rate from 28% to at least 45%, reducing the current gap from 11% to 7% SWD -Increase the pass rate from 16% to at least 38%, reducing the current gap from 23% to 14% ED -Increase the pass rate from 42% to at least 53%,
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<p align="center">Annual Performance Goal Year 2 (2025-26)</p>	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase the pass rate from 51% to at least 60%</p> <p>Asian -Increase the pass rate for from 57% to at least 64%, Black -Increase the pass rate from 45% to at least 55%, reducing the current gap from 6% to 4% Hispanic-Increase the pass rate from 48% to at least 57%, reducing the gap from 3% to 2% Multiple Races-Increase the pass rate from 59% to at least 65% EL -Increase the pass rate from 45% to at least 55%, reducing the current gap from 6% to 5% SWD-Increase the pass rate from 38% to at least 51%, reducing the current gap from 13% to 9% ED -Increase the pass rate from 53% to at least 61%</p>					
<p align="center">Annual Performance Goal Year 3 (2026-27)</p>	<p>By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students: Increase the pass for All Students from 60% to 66%</p> <p>-Increase the pass rate for Asian from 64% to at least a 68% -Increase the pass rate for Black from 55% to at least a 63%, reducing the gap from 5% to 3% -Increase the pass rate for Hispanic from 57% to at least a 64%, reducing the current gap from 3% to 2% -Increase the pass rate for Multiple Races from 65% to at least a 69% -Increase the pass rate for EL from 55% to at least a 62%, reducing the current gap from 5% to 2% -Increase the pass rate for SWD from 51% to at least a 59%, reducing the current gap by 9% to 7% -Increase the pass rate for ED from 61% to at least a 65%</p>					
Strategic Plan Strategies						
<p>Strategic Plan Strategies- PRIMARY</p>	<p>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.</p>					
<p>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</p>	<p>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.</p>					
Action Steps						
<p>Action Steps</p>	<p align="center">Title I Schoolwide Component (1-4)</p>	<p align="center">ESSA Evidence Tier (1-4)</p>	<p align="center">Timeline</p>	<p align="center">Responsible & Accountable</p>	<p align="center">Monitoring for Implementation</p>	

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<p>Tier 1</p> <ul style="list-style-type: none"> * Implement new standards using updated curriculum documents * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach and/or grade-level CLT wherever they are supporting students * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group * Targeted groups are differentiated to meet each students' needs. (AVMR, Bridges, Project M2/M3) * Utilize formal and informal assessments to provide flexible, just-in-time, support to help students access grade level curriculum * Ensure that students have access to mathematic tools and manipulatives <p>1/15 <i>*Provide multiple opportunities for learning and utilizing "just in time" scaffold instruction for SWD and ELs</i> <i>*Moving from teacher-centered to student-centered instruction</i> <i>*Integrate and embed a variety of intentional opportunities for student discourse</i> <i>*Supporting students in their process of productive struggle and growth mindset</i> <i>*Sequence tasks and questioning to deepen student understanding of standards</i></p> <p>Human Resource:</p> <ul style="list-style-type: none"> *Teacher support with material preparation (hourly employee) *Master Teacher observations *Math Workshop instruction coaching and feedback *Bringing in consultant for Math Workshop (Jennifer Lempp) *Teacher support with material preparation (hourly employee) <p>Materials:</p> <ul style="list-style-type: none"> *AVMR Math Recovery resources purchased and given to teachers to put into practice new learning <p>Collaboration:</p> <ul style="list-style-type: none"> *Quarterly planning *Weekly leadership team meetings including stakeholders from multiple areas (Social work, academic areas, psychologist, admin, etc.) 	1	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Classroom teachers will implement the Mathematics curriculum utilizing county provided curriculum and curricular resources. EL and SWD teachers will collaborate with classroom teachers to support EL and SWD students in accessing content. Math Coaches will coordinate quarterly planning meetings with CLT teams. Math coaches will facilitate collaboration amongst classroom teachers, EL teachers, SPED teachers during regularly scheduled CLTs.	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. (Bridges, AVMR, Math in Practice, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *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 	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers will implement math workshop structures. EL and SWD Teachers will collaborate with classroom teachers and meet with targeted small groups. Math coaches will support teachers in initiating and implementing the components of math workshop. Math Coaches will collaborate with teachers in forming flexible, targetted small groups during tier 1 math block.	
<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. (Bridges, Do the Math, and Math Recovery® (by trained Math Recovery teacher) * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. <p>Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.</p>	3	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Teachers, interventionist, academic support teachers and SWD/EL teachers will meet with small groups 2-5x/week using researched-based interventions.	

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<p>Professional Learning *Build teacher capacity through coaching to support implementation of instructional practices and data analysis; Administration and K-5 staff will engage in professional development on instructional supports for ELs through SIOP (i.e. content and language objectives; explicit opportunity to support the 4 language domains); * K-5 teachers will participate in math workshop professional learning throughout the school year to continue to develop competency around the three structures as well as the new mathematics standards. Math consultant to provide coaching and consultation on Math Workshop model (Jennifer Lempp) *Ensure all math teachers K-5 are trained in AVMR, Math Recovery®</p>		ESSA Tier 2: Moderate 3 Evidence	Sept-June, ongoing	Teachers, interventionist, academic support teachers and SWD/EL teachers will meet one-on-one or in very small groups 4-5x/week using researched-based interventions.	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles
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Progress Monitoring

<p align="center">Strategic Plan Measures To determine if goal was achieved</p>	LGI-SAGS-1.3-Math SOLs LGI-SAGS-2.1-Universal Math Screener	<p align="center">Strategic Plan Key Performance Indicators</p>	KPI-SAGS-1.4-% of students passing the Math SOL KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on NWEA Map Growth
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Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<p>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</p>	<p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>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</p>	<p>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"</p>

Goal #2	Reading - Opportunity 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 - Preliminary - Reading SOL All students (46%) Asian - 52% Black - 46% Hispanic - 41% English Learners (1-4) - 34% Economically Disadvantaged - 44% Students with Disabilities - 30%	<p align="center">Identify if goal is required based on state or federal requirements, or other guidelines</p>	
3 Year Performance Goal			

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READING SOL

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

- All Students - Increase pass rate from 46% to at least 67%
- Increase the pass rate for **Asian** from 52% to at least a 68%
- Increase the pass rate for **Black** from 46% to at least a 67%
- Increase the pass rate for **Hispanic** from 41% to at least a 65%
- Increase the pass rate for **Multiple Races** from 75% to at least a 82%
- Increase the pass rate for **EL** from 34% to at least a 64%, reducing the current gap from 12% to 3%
- Increase the pass rate for **SWD** from 30% to at least a 63%, reducing the current gap fro 16% to 4%
- Increase the pass rate for **ED** from 44% to at least a 66%, reducing the current gap to 2% to 1%

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	<p>By June 2025, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase pass rate from 46% to at least 56%</p> <p>Asian - Increase pass rate from 52% to at least 60%</p> <p>Black - Increase pass rate from 46% to at least 56%,</p> <p>Hispanic - Increase pass rate from 41% to at least 53%, reducing the gap from 5% to 3%</p> <p>Multiple Races - Increase pass rate from 75% to at least 78%</p> <p>White - Increase pass rate from 92% to at least 93%</p> <p>EL -Increase pass rate from 34% to at least 48%, reducing the gap from 12% to 8%</p> <p>SWD - Increase pass rate from 30% to at least 46%, reducing the gap from 16% to 10%</p> <p>Econ. Disadv. - Increase pass rate from 44% to at least 55%, reducing the gap from 2% to 1%</p>
Annual Performance Goal Year 2 (2025-26)	<p>By June 2026, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase pass rate from 56% to at least 63%</p> <p>Asian - Increase pass rate from 60% to at least 64%,</p> <p>Black - Increase pass rate from 56% to at least 63%,</p> <p>Hispanic - Increase pass rate from 53% to at least 61%, reducing the gap from 3% to 2%</p> <p>Multiple Races - Increase pass rate from 78% to at least 80%</p> <p>White - Increase pass rate from 93% to at least 94 %</p> <p>EL - Increase pass rate from 48% to at least 57%, reducing the gap from 8% to 6%</p> <p>SWD - Increase pass rate from 46% to at least 56%, reducing the gap from 10% to 7%</p> <p>Econ. Disadv. - Increase pass rate from 55% to at least 62%, reducing the gap from 1% to 1%</p>
Annual Performance Goal Year 3 (2026-27)	<p>READING SOL</p> <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>All Students - Increase pass rate from 63% to at least 67%</p> <p>-Increase the pass rate for Asian from 64% to at least a 68%</p> <p>-Increase the pass rate for Black from 63% to at least a 67%</p> <p>-Increase the pass rate for Hispanic from 61% to at least a 65%</p> <p>-Increase the pass rate for Multiple Races from 80% to at least a 82%</p> <p>-Increase the pass rate for EL from 57% to at least a 64%, reducing the current gap from 6% to 3%</p> <p>-Increase the pass rate for SWD from 56% to at least a 63%, reducing the current gap fro 7% to 4%</p> <p>-Increase the pass rate for ED from 62% to at least a 66%, reducing the current gap to 1% to 1%</p>

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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1:</p> <ul style="list-style-type: none"> * Implement new standards using high quality instructional materials * Implement Systematic Core Phonics in K-3 with fidelity (Foundations) * Implement CKLA in K-5 for language comprehension * Implement explicit fluency routines daily (practice in decodable text) * Utilize data from CKLA, Foundations Unit Assessments, and APS Quarterly Assessments to drive instruction * Incorporate authentic writing tasks (the Writing Revolution) * Resources written and developed to increase engagement and challenge in Tier 1 1/15 <i>*Provide multiple opportunities for learning and utilizing "just in time" scaffold instruction for SWD and ELs</i> <i>*Moving from teacher-centered to student-centered instruction</i> <i>*Integrate and embed a variety of intentional opportunities for student discourse</i> <i>*Supporting students in their process of productive struggle and growth mindset</i> <i>*Sequence tasks and questioning to deepen student understanding of complex text</i> <i>*Provide multiple opportunities for students to engage with content</i> <p>*Evidence based interventions to students who are high risk on VALLSS or scored in the 1-20% on NWEA MAP and intensive on DIBELS</p> <ul style="list-style-type: none"> *Provision resources of decodable texts to include K-3 and multisyllabic for 4-5 *Quarterly planning for all grades to unpack and plan for implementation of the EBI (evidenced based instruction) *Coaching cycles and ongoing feedback during Tier 1, 2 and 3 phonics instruction *Weekly leadership team meetings including stakeholders from multiple areas (Social work, academic areas, psychologist, admin, etc.) 	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers will implement CKLA; EL teachers will implement language studio; SPED teachers will support SWD in accessing CKLA; Coaches will support teachers in implementation	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
<p>Tier 2:</p> <ul style="list-style-type: none"> * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 * Support EL learners in CKLA using Language Studio * Provide structured opportunities for oral language development * Teachers use data from Foundations assessments to reteach * Teachers plan structured literacy small groups using decodables to meet students needs 	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Coaches will model and coach teachers in implementation of decodable text; teachers will implement decodable text in their classrooms	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
<p>Tier 3:</p> <ul style="list-style-type: none"> *Students who are high risk in VALLSS and 1-20% in NWEA MAP/intensive on DIBELS will receive a reading intervention 5 days a week for 30 minutes *Interventions will be targeted based on student need, addressing areas such as decoding, encoding, and fluency 	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Coaches and teachers will participate in data conversations in CLTs to adjust and plan instruction	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's

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<p>Professional Learning *Build teacher capacity through coaching to support implementation of instructional practices and data analysis *Administration and K-5 staff will engage in professional development on instructional supports for ELs through SIOP (i.e. content and language objectives; explicit opportunity to support the 4 language domains) *K-5 teachers, SPED, and EL participate in the Virginia Literacy Plan professional learning *K-3 Teachers participate in Foundations Coaching *The Writing Revolution training in grades 2 and 3 *Develop competency around new ELA standards</p>	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Coaches lead/support CLTs and coach teachers; Assistant principal and principal will attend CLTs complete walk throughs and observations; Coaches will lead quarterly planning with each team	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
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Progress Monitoring

<p align="center">Strategic Plan Measures To determine if goal was achieved</p>	LGI-SAGS-1.1-Reading SOLs	<p align="center">Strategic Plan Key Performance Indicators</p>	KPI-SAGS-1.2-% of students passing the Reading SOL
	LGI-SAGS-2.2-Universal Literacy Screener		KPI-SAGS-2.3-% of elementary students annually meeting defined growth targets in reading on the DIBELS assessment by either: Demonstrating at least one year of growth for students on and above grade level, or demonstrating at least a year and half of growth for students below grade level (using DIBELS Progress Monitoring)
<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>
<p>School level- VALLS NWEA</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	<p>School level- VALLS NWEA</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	<p>School level VALLS NWEA</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>

<p align="center">Goal #3</p>	<p align="center">Science SOL</p>
<p align="center">Strategic Plan Goal Area</p>	<p align="center">Student Academic Growth & Success</p>
<p align="center">Strategic Plan Performance Objectives</p>	<p>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.</p>

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<p align="center">Baseline Data</p>	<p>SCIENCE GOAL - By 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> -Increase pass rate for All Students from 34% to 55% -Increase pass rate for Asian from 44% to 61% -Increase pass rate for Black from 0% to 46% -Increase pass rate for Hispanic from 28% to 53% -Increase pass rate for Multiple Races from 0% to 46% -Increase pass rate for EL from 23% to 49% -Increase pass rate for SWD from 20% to 52% -Increase pass rate for ED from 34% to 54%" 	<p align="center">Identify if goal is required based on state or federal requirements, or other guidelines</p>	<p align="center">Level 3 - School Quality Indicator Rating</p>
Annual Performance Goals			
<p align="center">Annual Performance Goal Year 1 (2024-2025)</p>	<p>By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students: Increase the pass for All Students from 28% to 45%</p> <ul style="list-style-type: none"> -Increase the pass rate for Asian from 42% to 53% -Increase the pass rate for Black from 0% to 30% reducing the gap from 28% to 15% -Increase the pass rate for Hispanic from 24% to 42%, reducntic the gap from 4% to 2% -Increase the pass rate for EL from 12% to at least a 36%, reducing the current gap by from 16% to 9% -Increase the pass rate for SWD from 20% to at least a 40%, reducing the current gap from 8% to 5% -Increase the pass rate for ED from 25% to at least a 43%, reducing the gap from 3% to 2% -Increase the pass rate for Multiple Races from 0% to 30%, reducing the gap from 28% to 15% 		
<p align="center">Annual Performance Goal Year 2 (2025-26)</p>	<p>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students: Increase the pass for All Students from 45% to 55% -</p> <ul style="list-style-type: none"> -Increase the pass rate for Asian from 53 % to at least a 61% Increase the pass rate for Black from 30% to at least a 46% , reducing the gap from 15% to 9% -Increase the pass rate for Hispanic from 42% to at least a 53%, reducing the current gap by 3 to 2 -Increase the pass rate for Multiple Races from. 30% to at least a 46% , reducing the gap from 15% to 9% -Increase the pass rate for EL from 36% to at least a 49%, reducing the current gap by from 9% to 6% -Increase the pass rate for SWD from 40 %to at least a 52 % , reducing the current gap from 5% to 3% -Increase the pass rate for ED from 43% to at least a 54%, reducin the gap from 2% to 1% 		
<p align="center">Annual Performance Goal Year 3 (2026-27)</p>	<p>By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students: Increase the pass for All Students from 55% to 62%</p> <ul style="list-style-type: none"> -Increase the pass rate for Asian from. 61% to at least a 65%, Increase the pass rate for Black from 46% to at least a 56%, reducing the gap 9% to 7% -Increase the pass rate for Hispanic from 53% to at least a 61%, reducing the current gap by 2 to 1 -Increase the pass rate for Multiple Races from 46 % to at least a 56 % , reducing the gap 9% to 7% -Increase the pass rate for EL from 49% to at least a 58%, reducing the current gap by from 6% to 4% -Increase the pass rate for SWD from 52 %to at least a 60%, reducing the current gap from 3% to 2% -Increase the pass rate for ED from 54% to at least a 61%, reducing the gap from 1% to 1% 		
Strategic Plan Strategies			

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Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -					
Action Steps					
Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Allocate weekly minimum Science instruction time by implementing VDOE Science Standards using APS resources; Implement high quality, differentiated science instruction. Spiraling of Science curriculum K-5. Replenishments for Science Kits, Substitute Teachers	2	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Classroom teachers, EL teachers, SPED teachers, STEAM teacher, Assistants	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Gr. 3, 4 & 5 CLT's will review administer assessments (pre, post, unit) in Mastery Connect, Legends of Learning & Stemsopes to identify SOL strands in need of reteaching and provide corrective instruction within the classroom.	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
1.0 STEAM specials teacher will support staff in identifying Science needs and develop plans to address the needs.	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Quarterly instructional planning with District Level Science Specialist; embedded support for Professional Development with grades K-5.	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Work collaboratively with 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 and using formative data to inform and adjust instruction for individual students	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Grade level science teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Teacher Support for material preparation (hourly employee), PL Prep for all staff, Hands on science experiment materials, Materials for Carlin Springs Science Fair. Using mastery connect and exit tickets to provide skill and content base intervention and remediation to be analyzed in Science CLT. *Weekly leadership team meetings including stakeholders from multiple areas (Social worker, academic areas, psychologist, admin, etc.)	3	ESSA Tier 2: Moderate Evidence	Nov-June, ongoing	Grade level science teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Progress Monitoring					
Strategic Plan Measures	LGI-SAGS-1.4-Science SOLs		Strategic Plan Key Performance	KPI-SAGS-1.5-% of students passing the Science SOL	

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To determine if goal was achieved	Indicators		
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #4		Reducing Chronic Absenteeism	
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
Baseline Data	2023-24 APS - 20.7% of students were chronically absent (APS) VDOE - 15.21% (with reductions for flexible hours of instruction)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, reduce chronic absenteeism to at least 13.5%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, reduce chronic absenteeism to at least 18%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, reduce chronic absenteeism to at least 15%		
Annual Performance Goal Year 3 (2026-27)	By June 2027, reduce chronic absenteeism to at least 13.5%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			

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Action Steps					
Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Create an Attendance Task Force to monitor student attendance, tardies, etc. for patterns and quantity of each; contact families about trends for their students to understand underlying causes of tardies/absenteeism and offer assistance as needed.	1,4	ESSA Tier 4: Demonstrates a Rationale	Sept-Jun	Attendance Task Force, Admin	Principal and AP will monitor Mentor/Mentee relationships, and goals and by reviewing the monthly meeting schedule during weekly administrator team meetings.
Provide education sessions for parents, collaborating with mental health team, detailing the school system policies regarding absenteeism and emotional impacts on students.	1,4	ESSA Tier 4: Demonstrates a Rationale	Sept-June	Attendance Task Force, Admin, Parents	Principal will monitor by ensuring weekly newsletter is completed
Building student, staff, and parent buy-in for school attendance with teacher-student mentorships, weekly attendance celebrations, etc.	1	ESSA Tier 2: Moderate Evidence	Sept-June	Attendance Task Force, Admin	Principal and AP will monitor by ensuring staff survey is administered and data is used to inform decisions around PL. Review of PL plans

Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan Key Performance Indicators	KPI-SWB-2.2-% of students who are chronically absent by school
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Attendance Dashboard Flexible Hours Instruction	Attendance Dashboard Flexible Hours Instruction	Attendance Dashboard Flexible Hours Instruction	Attendance Dashboard VDOE Accreditation Dashboard

Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
Baseline Data	Overall - 82% favorable response on Spring 2024 YVM Survey (104 responses)	Identify if goal is required based on state or federal requirements, or other guidelines	Required for Title 1 Schools
3 Year Performance Goal			

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"By 2027, at least 90% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 85% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 88% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 90% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-P-2.1-Collaborate with and consistently gather feedback from families on family and community engagement and opportunities for improvement.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.

Action Steps

Action Steps	Title I Schoolwide Component (1-4)	ESSA Evidence Tier (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Action 1 (Supporting Student Success)</p> <p>* Under the FACE Checklist we will be SUPPORTING STUDENT SUCCESS by hosting interactive workshops for families about the American school system and key avenues to engage in their child's school/educational setting.</p> <p>* Host at least four parent workshops/information/training sessions that directly support student success (i.e., sessions that support academic achievement in the priority areas listed in the school action plan.)</p>	4	ESSA Tier 4: Demonstrates a Rationale	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal & AP will monitor through monthly meetings with FACE Action Team Coordinator and through participation in planned events
<p>Action 2 (Welcoming All Families):</p> <p>*Title I: Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as:</p> <ul style="list-style-type: none"> -integrated meals, child care, and transportation; -multilingual engagement, including translation, varied language of engagement, and/or interpretation; and -flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)" 	1,4	ESSA Tier 4: Demonstrates a Rationale	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal & AP will monitor through monthly meetings with FACE Action Team Coordinator and Bilingual Family Liaisons and through participation in planned events

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<p>Action 3 (Communicating Effectively): * Utilize ParentSquare as a tool to support staff to engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.</p> <p>Note: FACE will provide a sample plan by July 24th."</p>	1	ESSA Tier 3: Promising Evidence	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal and AP will monitor through periodic review of ParentSquare
<p>Action 4: (Communicating Effectively): **Title I: Reinforce the foundations of School-Family partnership by • collaboratively reviewing our School-Family Partnership Principles with SY23-24 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding • collecting input from our SY23-24 community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year • publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (school calendar, etc.) • designing opportunities for timely information sharing, input and collaboration in articulating school priorities, two-way communication about child's learning and learning opportunities, home-based strategies for student success that center the student experience and coordination with in-school learning, and connection to resources."</p>	2	ESSA Tier 2: Moderate Evidence	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal & AP will monitor through monthly meetings with FACE Action Team Coordinator and Bilingual Family Liaisons and through participation in planned events

Progress Monitoring

<p align="center">Strategic Plan Measures To determine if goal was achieved</p>	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	<p align="center">Strategic Plan Key Performance Indicators</p>	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
<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>
<p>Title I School-Family Partnership Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.</p>	<p>Title I School-Family Partnership Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.</p>	<p>Title I School-Family Partnership Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.</p>	<p align="center">YVM</p>

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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 maximizing instruction time, promoting student achievement in academic and SEL. **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.

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/week 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.

For example, supplemental Title I staffing of 1.0 Responsive Classroom Coach , 1.0 Behavior Specialist, 1.0 Dean of Students, 1.0 Academic Support Teacher, 1.0 Academic Support Teacher, 1.0 Math Coach to support implementation of behavioral support systems, providing Tier 2/3 interventions, and providing staff PD to assist in curriculum implementation with fidelity.

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 2024 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 Quarterly Math Assessment series, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, Reading, Spelling, and Mathematics intervention progress monitoring
- English language proficiency data (WIDAACCESS)
- Data that speak to Social Emotional Learning such as attendance, discipline, results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey, Responsive Classroom implementation self-assessment, Your Voice Matters Survey results.
- 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

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• Community engagement, experience, and perception data such as the Your Voice Matters survey, staff feedback survey, staff professional learning survey, FACE self-assessment, Leadership for Equity Assessment & Development (LEAD) Tool, 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, Grade-Level Chairs, 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.