

Dr. Charles R. Drew - School Action Plan - 2024-25 to 2026-27
Principal: Tracy Gaither

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 - SOL- Math All Students - 51% Asian -80% Black - 40% Hispanic - 44% Multiple - 67% White - 85% EL - 40% SWD - 21% Econ. Disadv. - 48%	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 performance rating for VDOE school quality indicator Math (Achievement Gaps)
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 pass rate from 51% to at least a 69%
- Black** - Increase pass rate from 40% to at least a 64%, reducing the gap from 11% to 5%
- Hispanic** - Increase pass rate from 44% to at least a 66%, reducing the gap from 7% to 3%
- Multiple**- Increase pass rate from 67% to at least a 76 %, closing the gap
- EL** - Increase pass rate from 40 % to at least a 64%, reducing the gap from 11% to 5%
- SWD** - Increase pass rate from 21% to at least a 60%, reducing the gap from 30% to 9%
- Econ. Disadv.** - Increase pass rate from 48% to at least a 68%, reducing the gap from 3% to 1%

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 pass rate from 51% to at least 59%. Black - Increase pass rate from 40% to at least a 52%, reducing the gap from 11% to 7% Hispanic - Increase pass rate from 44% to at least a 55%, reducing the gap from 7% to 5% Multiple - Increase pass rate from 67 % to at least a 70 % EL - Increase pass rate from 40% to at least a 52 %, reducing the gap from 11% to 7% SWD - Increase pass rate from 21% to at least a 41%, reducing the gap from 30% to 19% Econ. Disadv. - Increase pass rate from 48% to at least a 57%, reducing the gap from 3 % to 2%

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Annual Performance Goal Year 2 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students- Increase pass rate from 59% to at least 66%.</p> <p>Black - Increase pass rate from 52% to at least a 60%, reducing the gap from 7% to 4%</p> <p>Hispanic - Increase pass rate from 55% to at least a 62%, reducing the gap from 4% to 4%</p> <p>Multiple- Increase pass rate from 70 % to at least a 73 %,</p> <p>EL - Increase pass rate from 52% to at least a 60 %, reducing the gap from 7% to 5%</p> <p>SWD - Increase pass rate from 41% to at least a 52%, reducing the gap from 18% to 13%</p> <p>Econ. Disadv. - Increase pass rate from 57% to at least a 64%, reducing the gap from 2% to 2%</p>				
Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students- Increase pass rate from 66% to at least a 69%</p> <p>Black - Increase pass rate from 60% to at least a 64%, reducing the gap from 6% to 5%</p> <p>Hispanic - Increase pass rate from 62% to at least a 66%, reducing the gap from 4% to 3%</p> <p>Multiple- Increase pass rate from 73% to at least a 76 %, closing the gap</p> <p>EL - Increase pass rate from 60 % to at least a 64%, reducing the gap from 6% to 5%</p> <p>SWD - Increase pass rate from 52% to at least a 60%, reducing the gap from 14% to 9%</p> <p>Econ. Disadv. - Increase pass rate from 64% to at least a 68%, reducing the gap from 2% to 1%</p>				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	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.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.				
Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation

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<p>Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * Teacher will use all components of the three recommended math workshop structures within each math block. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. * Teachers utilize the Math Recovery program in K-1 and other resources to support students daily in small groups during Tier 1 instruction. * Use a well-chosen set of concrete and semi-concrete representations (CRA model) to support students' learning of mathematical concepts and procedures. (ESSA Evidence Tier 1) * Quarterly Planning around curriculum and instruction for K-5</p>	2	ESSA Tier 4: Demonstrates a Rationale	Sept - June, ongoing	Admin, Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP will support with MTSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including AVMR, Math in Practice, Bridges, Dreambox (assigned lessons only) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall.</p>	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Admin, Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3 * In addition to the regular math-block, intensive small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges) * Students in grades 3 through 5 are receiving Tier 3 Bridges 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, English Learners, Special Education teacher, and general education teacher in a small group setting. * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.</p>	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Admin, Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Professional Learning: * Math Coach and Math Interventionist provide professional learning in intervention programs * Math Coach provide targeted training to teachers who will provide intervention support * Math Coach to provide support with implementing Math Workshop * CLTs will engage in sustained, job-embedded, collaborative PL in pedagogical strategies to use concrete and semi-concrete representations to support students' guided and self-directed learning of mathematical concepts and procedures (ESSA Evidence Tier 1) * Coaching support around knowledge building and instructional resouces</p>	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

Progress Monitoring

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Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
School level- NWEA - MAP Growth Teacher/CLT/Grade -Unit Post-Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -Unit Post-Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -Unit Post-Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -Unit Post-Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

Goal #2	Reading - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL- Reading All Students- 57% Black - 50% Hispanic - 47% EL - 38% SWD - 28% Econ. Disadv. - 50%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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READING SOL

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

- All Students**- Increase pass rate from 57% to at least a 71%
- Black** - Increase pass rate from 50% to at least a 69%, reducing the gap from 7% to 2%
- Hispanic** - Increase pass rate from 47% to at least a 67%, reducing the gap from 10% to 3%
- EL** - Increase pass rate from 38% to at least a 65%, reducing the gap from 19% to 5%
- SWD** - Increase pass rate from 28% to at least a 62%, reducing the gap from 29% to 3%
- Econ. Disadv.** - Increase pass rate from 50% to at least a 69%, reducing the gap from 7% to 2%

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> All Students- Increase pass rate from 57% to at least a 64% Black - Increase pass rate from 50% to at least a 59%, reducing the gap from 7% to 5% Hispanic - Increase pass rate from 47% to at least a 57%, reducing the gap from 10% to 7% EL - Increase pass rate from 38% to at least a 51%, reducing the gap from 19% to 13% SWD - Increase pass rate from 28% to at least a 45%, reducing the gap from 29% to 19% Econ. Disadv. - Increase pass rate from 50% to at least a 59%, reducing the gap from 7% to 5%
Annual Performance Goal Year 2 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> All Students- Increase pass rate from 64% to at least a 67% Black - Increase pass rate from 59% to at least a 65%, reducing the gap from 5% to 2% Hispanic - Increase pass rate from 57% to at least a 64%, reducing the gap from 7% to 4% EL - Increase pass rate from 51% to at least a 59%, reducing the gap from 13% to 8% SWD - Increase pass rate from 45% to at least a 55%, reducing the gap from 19% to 12% Econ. Disadv. - Increase pass rate from 59% to at least a 65%, reducing the gap from 5% to 2%
Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> All Students- Increase pass rate from 67% to at least a 71% Black - Increase pass rate from 65% to at least a 69%, gap remains at 2% Hispanic - Increase pass rate from 64% to at least a 67%, gap remains at 3% EL - Increase pass rate from 59% to at least a 65%, reducing the gap from 8% to 5% SWD - Increase pass rate from 55% to at least a 62%, reducing the gap from 12% to 3% Econ. Disadv. - Increase pass rate from 65% to at least a 69%, gap remains at 2%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	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.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.

Action Steps

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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 Systematic Core Phonics in K-3 with fidelity (95% Core Phonics), with additional decodable text (95% Core Phonics) that are aligned to the phonics curriculum * K-3: Teach students to decode words, analyze word parts, and write and recognize words. * Implement CKLA in K-5 for language comprehension * Regular VALLSS (K-3) and DIBELS(4-5) progress monitoring for students who have met or exceeded the benchmark * Student performance on county-wide assessments such as: MasteryConnect assessments, VALLSS, and NWEA MAP assessments is analyzed at CLTs. * Provide opportunities for EL and SpEd teachers to collaborate with Reading Coach or grade-level CLT * Support CLTs in pacing lessons based on SOL scope and sequence of enduring understandings, utilizing curricular resources as appropriate * Lexia recommended usage for structured literacy at students level * Grades 4-5: Provide purposeful fluency-building activities to help students read effortlessly. * Quarterly Planning around curriculum and instruction for K-5 * Coaching support around knowledge building and instructional resources 	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2:</p> <ul style="list-style-type: none"> * In addition to the regular ELA block, provide intensive small group instruction meeting 4-5x weekly using research based programs/strategies, and regular progress monitoring. (Lexia Core 5) 	2	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3:</p> <ul style="list-style-type: none"> * In addition to the regular ELA block, provide intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, and regular progress monitoring. (Lexia Core 5) * Multisensory decoding/encoding lessons; repeated opportunities for practice * Students receiving a reading intervention will be progress monitored 2x/month using VALLSS subtests (K-3) or DIBELS tasks (4-5). Student data will be used to adjust instruction within the intervention. * Interventions will be monitored every 6-8 weeks (sooner if evidence of growth or lack of it) to determine its level of success * Students in Grades 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. 	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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<p>Professional Learning * Contextualize CLT dialogues and professional learning in standards of learning and power standards, also articulating alignment to standards-based grading system. * The reading specialist will provide intervention training to EL, SPED, and academic coaches. * Provide staff training pertaining to the Science of Reading * Quarterly data dive to analyze student mastery of standards *Provide PD on reading interventions in collaboration with outside consultants on decoding and knowledge building.</p>	1	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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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		
<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- NWEA MAP Growth VALLSS 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- NWEA Map Growth VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>		<p>School level NWEA Map Growth VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]</p>	

<p align="center">Goal #3</p>	<p align="center">Student Well-Being</p>			
<p align="center">Strategic Plan Goal Area</p>	<p align="center">Student Well-Being</p>			
<p align="center">Strategic Plan Performance Objectives</p>	<p>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.</p>			
<p align="center">Baseline Data</p>	<p>2023-24 Chronic Absenteeism - 18.7%</p>	<p align="center">Identify if goal is required based on state or federal requirements, or other guidelines</p>		
<p align="center">3 Year Performance Goal</p>				

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By June 2027, Chronic Absenteeism will be reduced to at least 13.5%

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, Chronic Absenteeism will be reduced to at least 17%
Annual Performance Goal Year 2 (2025-26)	By June 2026, Chronic Absenteeism will be reduced to at least 15%
Annual Performance Goal Year 3 (2026-27)	By June 2027, Chronic Absenteeism will be reduced 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) -	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Social Emotional * Implement SEL curricular resource (Responsive Classroom) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-5 * Cultivate empathy and compassion in students by encouraging them to understand and value the feelings and perspectives of others. (Responsive Classroom)	3, 4	1	Sept-June, Ongoing	Principal & AP, SEL Lead, School Counselor, Social Worker, Data Coach, Classroom Teachers	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.
Academic * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * Support students in taking responsibility for their actions and academic progress, promoting a sense of accountability within the classroom community. * Teach students effective problem-solving skills, empowering them to approach challenges with a systematic and thoughtful mindset.	3, 4	1	Sept-June, Ongoing	Principal & AP, School Counselor, Social Worker, Student Support Coordinator, School Psychologist,	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.

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Parent Engagement * Establish a school-based mental and behavioral health team that will deliver three parent workshops throughout the school year to provide families with positive behavior strategies * Organize family activities that promote encourage volunteering, recognizing cultures and attending school events.	3, 4		1 Sept-June, Ongoing	Principal & AP, School Counselor, Social Worker, Student Support Coordinator, School Psychologist, Bilingual Family Specialists	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Prinicpal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.
Professional Learning 1) School leadership team & SEL Lead teacher will model Morning Meeting structure and facilitation and provide coaching throughout the SY at staff meetings and CLTs 2) Staff will participate in training on Tier 2 & 3 interventions ==	3, 4		1 Sept-June, Ongoing	Principal & AP, SEL Lead, School Counselor, Social Worker,, Instructional Lead Teacher	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Prinicpal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.

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)
Monthly Review of Attendance dashboard	Monthly Review of Attendance	Monthly Review of Attendance		Monthly Review of Attendance

Goal #4	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			

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Baseline Data	<p>2024 YVM 84% favorable</p> <p>%FAVORABLE parent/guardian responses on the YVM 2024 Survey:</p> <p>84% to questions in the category ""Partnerships: Family Engagement"" overall 65% to scheduling being a barrier to engagement 80% learning opportunities about supporting child's well-being 83% how well teachers and staff communicate with them 76% how well teachers partner with them to support child's learning 74% to childcare being a barrier to engagement 89% to lack of awareness of events being a barrier to engagement 96% to feeling welcome being a barrier to engagement 92% learning opportunities about supporting child's academic achievement</p> <p>YVM2024 Partnerships: Family Engagement summary data *Note some data support continuing effective strategies/actions *93% can identify someone to go to with questions about child *89% to language being a barrier to engagement *93% to transportation being a barrier to engagement"</p>	Identify if goal is required based on state or federal requirements, or other guidelines	Title I
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3 Year Performance Goal

By June 2027, on the YVM, achieve 90% favorable response on the Partnerships: Family Engagement

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, on the YVM, achieve 86% favorable response on the Partnerships: Family Engagement
Annual Performance Goal Year 2 (2025-26)	By June 2026, on the YVM, achieve 88% favorable response on the Partnerships: Family Engagement
Annual Performance Goal Year 3 (2026-27)	By June 2027, on the YVM, achieve 90% favorable response on the 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-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
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<p>Action 1 (Supporting Student Success) * 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. * 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>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.
<p>Action 2 (Welcoming All Families): -Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as: -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)</p>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.
<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>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.
<p>Action 4: (Communicating Effectively): 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 (weekly Principal update, 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>	1		4 Sept-June, Ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	*Principal, AP and FACE Coordinator will conduct a needs assessment survey for families for feedback to assist with planning school events. * Provide exit tickets to families at each event to determine its effectiveness in meeting their needs.

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Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-P-2.1-YVM Family - Partnerships: Family Engagement	Strategic Plan Key Performance Indicators	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement
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)
Exit Tickets, FACE checklist	Exit Tickets, FACE checklist	Exit Tickets, FACE checklist	YVM

Goal #5	Science SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - Science SOL - pass rates All Students- 48% Black - 48% Hispanic - 29% EL -25% SWD -29% Econ. Disadv. 45%	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 (R10) performance rating for VDOE school quality indicator for Science
3 Year Performance Goal			

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Science SOL

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

- All Students**- Increase pass rate from 48% to at least a 68%
- Black** - Increase pass rate from 64% to at least a 68%
- Hispanic** - Increase pass rate from 55% to at least a 63%, reducing the gap from 9% to 5%
- EL** - Increase pass rate from 54% to at least a 61%, reducing the gap from 10% to 6%
- SWD** - Increase pass rate from 55% to at least a 63%, reducing the gap from 9% to 5%
- Econ. Disadv.** - Increase pass rate from 63% to at least a 66%, reducing the gap from 1% to 1%

Annual Performance Goals

Annual Performance Goals Year 1 (2024-25)	<p>By June 2025, 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"> All Students- Increase pass rate from 48% to at least a 57% Black - Increase pass rate from 48% to at least a 57% Hispanic - Increase pass rate from 29% to at least a 45%, reducing the gap from 19% to 12% EL - Increase pass rate from 25% to at least a 43%, reducing the gap from 23% to 15% SWD - Increase pass rate from 29% to at least a 45%, reducing the gap from 3% to 2% Econ. Disadv. - Increase pass rate from 45% to at least a 55%, reducing the gap from 3% to 2%
Annual Performance Goal Year 2 (2025-26)	<p>By June 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"> All Students- Increase pass rate from 57% to at least a 64% Black - Increase pass rate from 57% to at least a 64% Hispanic - Increase pass rate from 45% to at least a 55% , reducing the gap from 12% to 9% EL - Increase pass rate from 43% to at least a 54%, reducing the gap from 14% to 10% SWD - Increase pass rate from 45% to at least a 55%, reducing the gap from 12% to 9% Econ. Disadv. - Increase pass rate from 55% to at least a 63%, reducing the gap from 2% to 1%
Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, 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"> Black - Increase pass rate from 64% to at least a 68% Hispanic - Increase pass rate from 55% to at least a 63% , reducing the gap from 9% to 5% EL - Increase pass rate from 54% to at least a 61%, reducing the gap from 10% to 6% SWD - Increase pass rate from 55% to at least a 63%, reducing the gap from 9% to 5% Econ. Disadv. - Increase pass rate from 63% to at least a 66%, reducing the gap from 1% to 1%

Strategic Plan Strategies

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

Action Steps

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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"> - dedicated science word walls/glossary in each classroom that are placed in a visible location in the classroom and accessible to students throughout the lesson - ensure SWD participate in GenEd setting with support as needed (co-teaching with EL or SpEd teachers if required) - utilize community partners to provide authentic science experiments aligned to our science standards of learning - Enhance quarterly planning meetings for Grades 4 and 5 Science CLT and central office Science Specialist to include modeling of effective use of data to drive instructional decisions - Create structured opportunities for Science CLT's co-plan with EL, SPED, and RTG to develop lessons that differentiate instruction to meet and appropriately challenge all students - Work collaboratively with the Elementary Science Specialist to develop and implement professional learning for staff on lesson development that explicitly address the VDOE K-5 Science curriculum framework for both content and cognition as well as vocabulary development, differentiation, and connection to the 5Cs - Develop a 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 -Teachers utilize and implement science curriculum, pacing guides, and instructional materials that are provided by the Science Office via a Google Site. Primary instructional materials are STEMscopes, BrainPop, Legends of Learning, Generation Genius that are aligned to the VDOE grade level Science standards. -Teachers utilize and implement division developed unit and middle of year assessments that are administered through Mastery Connect. The unit assessments are aligned to the VDOE grade level Science standards. -Utilize CLT structure to develop interdisciplinarily units to support integration of Science standards across content. Engineering is Elementary (EIE) resources will be utilized to support interdisciplinary instruction in several units within the VDOE grade level standards. Each grade level team will implement 3 interdisciplinary units. -Develop a Master Schedule with dedicated time for Science instruction in each grade level. At least 2.5 hrs/weeks on average. (30 min daily K-3, 45 min daily 4-5) -Incorporate family engagement opportunities (e.g. Family Science night)to reinforce learning -Teachers provide explicit instruction and opportunities to practice Claim Evidence Reasoning (CER) to develop critical thinking and explain scientific reasoning. - Students will receive more explicit instruction in reading, analyzing, and creating graphs and recurring opportunities to practice and apply the learned skill. 	2, 3	4	Sept-June, Ongoing	Admin, All Staff	Principal & AP's with support with Science Office will monitor by conducting walkthroughs and observations and attending CLTs.

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<p>Tier 2: - Utilize study guides to review standards - Use STEMscopes, BrainPop, Legends of Learning, Generation Genius to support Tier 2 instruction -Regularly review unit assessment data to identify students for Tier 2 interventions - Include small group instruction during either the Science block to reteach and reinforce key standards</p>	2, 3		4 Sept-June, Ongoing	Admin, All Staff	Principal & APs with support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3: - small groups interventions 2-3x per week based on unit and formative assessment data - Progress monitoring - Incorporate instructional materials from teachers toolbox on Science curriculum guide - Provide small group instruction during either the Science block to reteach and reinforce key standards</p>	2, 3		4 Sept-June, Ongoing	Admin, All Staff	Principal & APs with support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Professional Development: - incorporate professional development, in conjunction with the science lead teacher and science office, about best instructional practice to utilize science resources and curriculum</p>	2, 3		4 1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team, Science lead teacher	Principal will monitor implementation through review of professional learning plans, and regular check-ins with members of the school leadership team and Science lead teacher
<p>Staffing Supports - Placement of staff within grade level teams to utilize strengths of staff to address student learning needs and school-wide focus areas for improvement -Strengthen job-embedded professional learning and offerings align with student needs and areas of professional growth -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.</p>			Sept-June, Ongoing	Admin, School leadership team	Principal will monitor implementation through the hiring and master schedule development process and weekly check-ins with staff responsible for completing action steps.

Progress Monitoring

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

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 common planning time for collaborative learning teams and extended instructional time for well-rounded educational components, including science, social studies, social-emotional learning, and the arts. **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.

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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/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.

For example, supplemental Title I staffing of 1.8 FTE Academic Support Teachers and 1.0 Reading Teacher to support Tier 2 interventions, small group instruction, more instructional content time in math and ELA.

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 Gr 4, 5, NWEA MAP Growth Reading Gr 3-5, 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 (WIDA ACCESS)
- Data that speak to Social Emotional Learning such as attendance, discipline, results from the (Grade 3+) APS SEL (Social-Emotional Learning) Student Survey, and Responsive Classroom implementation self-assessment.
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, data gathered from instructional coaches at CLTs.
- Community engagement, experience, and perception data such as the Your Voice Matters survey, staff feedback survey, staff professional learning 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, 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:

- Example: Strengthening math performance for all students, and particularly for Black students, English Learners and Students With Disabilities.
- Example: Strengthening school and family connections throughout our school community with a focus on teacher-parent communications and academic partnerships.
- Example: 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.