

Hoffman-Boston - School Action Plan - 2024-2025 to 2026-27

Principal: Helena Payne Chauvenet

Goal #1	Math - Proficiency Gaps - SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL All - Pass 63% Black - Pass 63% (opp. gap 0%) Hispanic - Pass 37% (opp. gap 26%) EL - Pass 53% (opp. gap 10%) SWD - Pass 45% (opp. gap 18%) Econ. Disadv - Pass 58% (opp. gap 5%)	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:

- Black** - Increase passrate from 63% to at least 73%
- Hispanic** - Increase passrate from 37% to at least 65%, reducing the gap from 8%
- English Learners** - Increase passrate from 53% to at least 68%, reducing the gap from 5 %
- Students with Disabilities** - Increase passrate from 45% to at least 66%, reducing the gap from 7%
- Economically Disadvantaged** - Increase passrate from 58% to at least 71%, reducing the gap from 2%

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	<p>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase passrate from 63% to at least 67% Hispanic - Increase passrate from 37% to at least 50%, reducing the gap from 26% to 17% English Learners - Increase passrate from 53% to at least 61%, reducing the gap from 10% to 6% Students with Disabilities - Increase passrate from 45% to at least 55%, reducing the gap from 18% to 11% Economically Disadvantaged - Increase passrate from 58% to at least 65%, reducing the gap from 5% to 2%
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> <ul style="list-style-type: none"> Black - Increase pass rate from 67% to at least 70%, Hispanic - Increase pass rate from 50% to at least 59%, reducing the gap from 17 % to 11% EL - Increase pass rate from 61% to at least 65%, reducing the gap from 6% to 5% SWD - Increase pass rate from 55% to at least 63%, reducing the gap from 12% to 7% Econ. Disadv. - Increase pass rate from 65% to at least 68%, reducing the gap from 2%

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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>Black - Increase pass rate from 70% to at least 73%</p> <p>Hispanic - Increase pass rate from 59% to at least 65%, reducing the gap from 11% to 8%</p> <p>EL - Increase pass rate from 65% to at least 68% reducing the gap from 5%</p> <p>SWD - Increase pass rate from 63% to at least 66%, reducing the gap from 7%</p> <p>Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 2%</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) -	

Action Steps

Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum and new VDOE math standards utilizing county provided curriculum and curricular resources. * EL and SpEd teachers collaborate with the math coach/specialists and participate in CLTs to support students. * Teacher will use math workshop structures within each unit with focus on whole-small-whole and small groups and learning stations. * All students will have weekly small group instruction. Targeted groups are differentiated to meet each students' needs. 	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists	Walkthroughs: Administrators, coaches, APS Progress monitoring: Tier 2 and Tier 3 Benchmark and diagnostic data (NWEA, VKRP) Mastery Connect
<p>Tier 2</p> <ul style="list-style-type: none"> *Implement additional targeted small group 2-5x weekly using research-based programs/strategies and documented progress monitoring (Ex: Bridges curriculum, Zearn via assigned lessons) *Collaborative planning including math interventionists 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, etc.) to aid comprehensible input and recall. 	2	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists	

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Tier 3 * In addition to Tier 1 math instruction, intensive one-on-one or smaller groups meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges Intervention, AVMR) * Progress monitoring every 4-6 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.	3	ESSA Tier 2: Moderate Evidence	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach/Specialists	
Professional Learning: *Implement CLTs to support planning, coaching, and data analysis. This will include support with the new standards, math workshop structures, language acquisition support, and targeted small group instruction. *Provide training to teachers on interventions.	2	ESSA Tier 1: Strong Evidence	Sept - June, ongoing	Administrators, Math Coach/Specialists	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - 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 -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

Goal #2	Reading - Proficiency Gaps - SOL
Strategic Plan Goal Area	Student Academic Growth & Success
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.

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Baseline Data	Spring 2024 - SOL All - Pass 67% Black - Pass 69% (opp. gap 0%) Hispanic - Pass 40% (opp. gap 27%) EL - Pass 49% (opp. gap 18%) SWD - Pass 38% (opp. gap 29%) Econ. Disadv - Pass 61% (opp. gap 6%)	Identify if goal is required based on state or federal requirements, or other guidelines	
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3 Year Performance Goal

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

- Black** - Increase pass rate from 67% to at least 77%
- Hispanic** - Increase pass rate from 40% to at least 64%, reducing the gap from 127% to 12%
- EL** - Increase pass rate from 49% to at least 68%, maintaining no more than an 81% gap
- SWD** - Increase pass rate from 38% to at least 65%, reducing the gap from 29% to 11%
- Econ. Disadv.** - Increase pass rate from 61% to at least 72%, reducing the gap from 6% to 4%

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> <p>All Students - Increase passrate from 67% to at least 70% Black - Increase passrate from 69% to at least 72% Hispanic - Increase passrate from 40% to at least 52%, reducing the gap from 27% to 18% English Learners - Increase passrate from 49% to at least 58%, reducing the gap from 18% to 12% Students with Disabilities - Increase passrate from 38% to at least 51%, reducing the gap from 29% to 20% Economically Disadvantaged - Increase passrate from 61% to at least 65%, reducing the gap from 6% to 5%</p>
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> <p>Black - Increase pass rate from 72% to at least 75% Hispanic - Increase pass rate from 52% to at least 60%, reducing the gap from 18% to 13% EL - Increase pass rate from 58% to at least 65%, reducing the gap from 12% to 9% SWD - Increase pass rate from 51% to at least 59%, reducing the gap from 19% to 14% Econ. Disadv. - Increase pass rate from 65% to at least 68%, maintaining no more than a 5% gap</p>
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> <p>Black - Increase pass rate from 75% to at least 77% Hispanic - Increase pass rate from 60% to at least 64%, reducing the gap from 13% to 12% EL - Increase pass rate from 65% to at least 68%, maintaining no more than an 8% gap SWD - Increase pass rate from 59% to at least 65%, reducing the gap from 14% to 11% Econ. Disadv. - Increase pass rate from 68% to at least 72%, reducing the gap from 5% to 4%</p>

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.
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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -					
Action Steps					
Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement systematic core phonics in K-3 with fidelity (95 Core Phonics) * Implement CKLA in K-5 for language comprehension Small group literacy instruction provided by classroom teachers * Implement new VDOE ELA standards	2	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists	Walkthroughs: Administrators, coaches, APS Progress monitoring: Tier 2 and Tier 3 Mastery Connect Benchmark and diagnostic data (DIBELS, VALLS, Lexia data)
Tier 2: * Lexia recommended usage for structured literacy at students level * Implement additional language acquisition supports to include Language Studio * Implement needs-based small groups for targeted support from classroom teachers and specialists/interventionists to include Phonics Lesson Library, Heggerty, or other resources	2	ESSA Tier 1: Strong Evidence	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists	
Tier 3: * Multisensory decoding/encoding lessons; repeated opportunities for practice * Intensive support for small groups with increased frequency (4-5x/week) to include support from EL teachers, Special Education, and reading interventionists * Use of targeted interventions to include 95 Core Phonics intervention	2	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists	
Professional Development Implement VLP training Providing BOY training: VDOE standards, VALLS Train teachers in interventions Implement CLTs to support planning, coaching, and data analysis. This will include support with the new standards, the VLP, language acquisition, and needs-based small groups.	2	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists	
Progress Monitoring					
Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.2-% of students passing the Reading SOL		
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)		
School level- NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Lexia	Teacher/CLT/Grade- -End of Unit [Mastery Connect] - Lexia	School level- NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] - Lexia	School level NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] - Lexia		

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Goal #3		Science - Proficiency Gaps - SOL	
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL All - Pass 52% Black - Pass 55% (opp. gap 0%) Hispanic - Pass 38% (opp. gap 14%) EL - Pass 11% (opp. gap 41%) SWD - Pass 18% (opp. gap 34%) Econ. Disadv - Pass 47% (opp. gap 5%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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

- Black** - Increase pass rate from 55% to at least 69%
- Hispanic** - Increase pass rate from 38% to at least 65% reducing the gap from 5% to 2%
- EL** - Increase pass rate from 11% to at least 58%, reducing the gap from 15% to 10%
- SWD** - Increase pass rate from 18% to at least 60% reducing the gap from 13% to 8%
- Econ. Disadv.** - Increase pass rate from 47% to at least 67%

Annual Performance Goals	
Annual Performance Goal 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> <p>Black - Increase passrate from 55% to at least 62% Hispanic - Increase passrate from 38% to at least 51%, reducing the gap from 14% to 9% English Learners - Increase passrate from 11% to at least 35%, reducing the gap from 41% to 25% Students with Disabilities - Increase passrate from 18% to at least 39%, reducing the gap from 34% to 21% Economically Disadvantaged - Increase passrate from 47% to at least 57%, reducing the gap from 5% to 3%</p>
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> <p>Black - Increase pass rate from 62% to at least 66% Hispanic - Increase pass rate from 51% to at least 59%, reducing the gap from 9% to 5% EL - Increase pass rate from 35% to at least 49%, reducing the gap from 25% to 15% SWD - Increase pass rate from 39% to at least 51% reducing the gap from 21% to 13% Econ. Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 3% to 1%</p>

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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> <p>Black - Increase pass rate from 66% to at least 69% Hispanic - Increase pass rate from 59% to at least 65% reducing the gap from 5% to 2% EL - Increase pass rate from 49% to at least 58%, reducing the gap from 15% to 10% SWD - Increase pass rate from 51% to at least 60% reducing the gap from 13% to 8% Econ. Disadv. - Increase pass rate from 64% to at least 67%</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) -	

Action Steps					
Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement science curriculum using district-wide adopted resources. * Complete 3rd grade science performance assessments (matter and soil), as required by VDOE. * Follow science curriculum pacing guides.	2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs. Benchmark and diagnostic data (STEMScopes and APS science assessments)
Tier 2 * Complete unit benchmark assessments (3-5) and K-2 formative assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Implement weekly science CLTs for 4th and 5th grade and monthly science CLTs K-3rd	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
Tier 3 Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance.	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
Professional Learning: CLTs to support: implementation of STEMScopes, curriculum resources, planning instruction aligned to the SOLs, reviewing student data to plan for reteaching	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	

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

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School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]	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)	Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #4	Inclusion		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.		
Baseline Data	2023-24 (EOY)- 66% of SWD are spending 80% of school day in Gen. Ed setting <table style="float: right; border: 1px solid black; padding: 2px; font-size: 0.8em;"> <tr> <td style="padding: 2px;">Identify if goal is required based on state or federal requirements, or other guidelines</td> <td style="width: 50px;"></td> </tr> </table>	Identify if goal is required based on state or federal requirements, or other guidelines	
Identify if goal is required based on state or federal requirements, or other guidelines			
3 Year Performance Goal			

By June 2027, at least 76% of SWD will spend 80% or more of school day in general education setting.

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 70% of SWD will spend 80% or more of school day in general education setting.
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 73% of SWD will spend 80% or more of school day in general education setting.
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 76% of SWD will spend 80% or more of school day in general education setting.

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps					
Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation

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Teachers will plan lessons with special educators to include accommodations. All teachers will review student IEPs at the beginning of the year to be familiar with goals.	2	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs. Benchmark and diagnostic growth data (DIBELS, NWEA, VGA, VKRP, etc.) with disaggregated data for students with disabilities IEP goals, progress reports, observation/student data
Lessons will be targeted to include explicit instruction that is aligned to students' IEP goals and other areas of need.	2	ESSA Tier 2: Moderate Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	
IEP teams will reconvene as needed to consider additional supports/resources, accommodations/modifications, related services, counseling (CARS), wrap-around services (such as services through DHS), behavior and safety interventions, de-escalation and safety training	3	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	
Professional Learning: Teachers will work with special educators during CLTs to plan for differentiated lessons with the support of coaches. The special education team will meet monthly to participate in professional learning to support the IEP process and the UDL (universal design for learning) framework.	3	ESSA Tier 3: Promising Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	

Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	Strategic Plan - Key Performance Indicators	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	
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)	
LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard	

Goal #5	Partnerships
Strategic Plan Goal Area	Partnerships

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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	YVM Spring 2024: 84% of families responded favorably to survey items about Partnerships: Family Engagement	Identify if goal is required based on state or federal requirements, or other guidelines	Title 1
3 Year Performance Goal			

By June 2025, 90% of families will respond favorably on YVM family survey items about Partnership:Family Engagement

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	By June 2025, 86% of families will respond favorably on YVM family survey items about Partnership: Family Engagement
Annual Performance Goal Year 2 (2025-26)	By June 2025, 88% of families will respond favorably on YVM family survey items about Partnership: Family Engagement
Annual Performance Goal Year 3 (2026-27)	By June 2025, 90% of families will respond favorably on YVM family survey items about Partnership: Family Engagement

Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-P-2.2-Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps					
Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families): Maintain a welcoming and inclusive environment and develop respectful and trusting relationships to include: language-inclusive signage and communications, providing a designated parent specialist, developing a process to welcome new families, ensuring staff and families have frequent opportunities to establish a positive relationship and obtain information about the school and classroom	2	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will monitor through observations, gathering participant feedback, FACE checklists, YVM Survey

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<p>Action 2 (Communicating Effectively): * Utilize ParentSquare as a language-inclusive tool to support staff engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Offer opportunities for family and staff to collaborate and exchange ideas in culturally and linguistically sustaining ways (ex: workshops, play dates, parent coffees, conferences, etc.) * Communicate regularly to families about schoolwide events, classroom updates, etc. via newsletters on ParentSquare, conferences, and in-person events</p>	2	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will monitor by reviewing communication artifacts from ParentSquare, staff use of ParentSquare, participant feedback, YVM Survey
<p>Action 3 (Student Success): * Host parent coffees on selected topics related to school action plan and supporting families * Hosting new student lunches to build positive relationships * Enhancing student leadership opportunities: ambassadors, student advisory team, student participation on FACE team, Safety Patrol</p>	2	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will ensure parent/family sessions are conducted and holding check-in/planning meetings with staff involved.
<p>Action 4 (Access): * Providing family access to staff and school leadership to contribute ideas and learn information that will support students (conferences, family engagement events) * Implement home visit program, continue to expand starting with Kindergarten</p>	2	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff	Principal & AP will ensure parent/family sessions are conducted and holding check-in/planning meetings with staff involved.
<p>Professional Learning: Training of FACE team members, supporting English learner families and newcomers, staff training for home visits</p>	2	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administrators, ITC	Principal & AP will monitor through check-ins with ITC and staff sign-in sheets

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, Surveys	Exit Tickets, FACE checklist	YVM	

Goal #6	Wellness
Strategic Plan Goal Area	Student Well-Being
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills

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Baseline Data	Spr 2024 57% of students answered favorably in the YVM survey in the area of Well Being: School Climate	Identify if goal is required based on state or federal requirements, or other guidelines	Required
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3 Year Performance Goal

By June 2027, 72% of students answered favorably in the YVM survey in the area of Well Being: School Climate

Annual Performance Goals

Annual Performance Goal Year 1 (2024-25)	By June 2025, 62% of students answered favorably in the YVM survey in the area of Well Being: School Climate
Annual Performance Goal Year 2 (2025-26)	By June 2026, 67% of students answered favorably in the YVM survey in the area of Well Being: School Climate
Annual Performance Goal Year 3 (2026-27)	By June 2027, 72% of students answered favorably in the YVM survey in the area of Well Being: School Climate

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.2-Identify and train school and division staff on: (a)Evidence-based universal SEL curriculum that includes opportunities for student-student and student-staff dialogue and discussion, (b) Evidence-based social-emotional and behavioral interventions

Action Steps

Action Steps	<u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u>	<u>ESSA EVIDENCE TIER (1-4)</u>	Timeline	Responsible & Accountable	Monitoring for Implementation
Instructional staff will implement SEL instruction and practices using provided curricular resources (Responsive Classroom, Second Step, Harmony, etc.) throughout the school day to create an inclusive school environment.	4	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administratos, SEL Lead, Counselors, Instructional Staff	
SEL Team will review and utilize SEL data (SEL survey, attendance, discipline, and academic data) to drive initiatives for student needs and instructions, quarterly.	4	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administratos, SEL Lead, Counselors, Psychologist, Social Worker	
Hoffman-Boston's Mental Health and Behavior Support team will review students of concern, and assign interventions for which data is collected to determine effectiveness, weekly.	4	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administratos, SEL Lead, Counselors, Psychologist, Social Worker	
Continue to utilize the CASEL framework as a guide to enhance schoolwide social-emotional learning to include building more components to enhance student voice.	4	ESSA Tier 3: Promising Evidence	Sept- June, ongoing	Administratos, SEL Lead, Counselors	

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Staff will be provided with focused professional learning opportunities for implementing social-emotional learning and culturally responsive practices throughout the 2024-2025 school year.		4	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Administratos, SEL Lead
Progress Monitoring					
Strategic Plan Measures - To determine if goal was achieved	LGI-SWB-1.2-YVM Student: School Climate	Strategic Plan - Key Performance Indicators		KPI-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th	
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)		Evidence of Progress toward Annual Goal (MP4)	
Walkthroughs	Walkthroughs	SEL Survey		YVM	

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 sufficient time for core instruction along with small group support to address individualized student needs

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.

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.

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For example, supplemental Title I staffing of 2.4 FTE Academic Support Teachers, 0.5 Math Coach support literacy and math instruction by providing additional small group intervention and subject expertise to support students performing grade level and English learners. Our math coach also supports teachers to enhance instructional practice.

The Title I Schoolwide Comprehensive Needs Assessment

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

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

- Formative and summative student academic performance data from measures such as those specified in the [APS Division Literacy Plan](#) (Virginia Language & Literacy Screener (VALLS) K-3, DIBELS Gr1-5, NWEA MAP Growth Reading Gr3-5, Lexia Core 5 for PreK-5, Phonics Survey for Diagnostics, Phonological Awareness Screener, APS Quarterly Reading Assessment series), [APS Mathematics assessments](#) including Early Mathematics Assessment System (EMAS) PreK-K, NWEA Math Growth Gr1-5, APS Quarterly Math Assessment series, APS Quarterly Science Assessment series, common formative assessments, common unit assessments, 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, Responsive Classroom implementation self-assessment, Your Voice Matters Survey (school climate items)
- Instructional Personnel and Licensure Report
- Observational data from measures such as Classroom Assessment Scoring System (CLASS) observations, walk-through observations, and CLT meeting observations
- 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, FACE committee, 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 reading, math, and science performance for all students, and particularly for English Learners and Students With Disabilities.
- Increasing inclusion opportunities for students with disabilities

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.

- Strengthening family engagement throughout continued partnership opportunities