

Arlington Career Center - School Action Plan - 2025-26 to 2027-28

Principal: Margaret Chung

Goal #1	Algebra 1		
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	2024-25 - Alg I SOL Pass Rates (APS) All Students: 70% Asian: 50% Black: 47% Hispanic: 70% Multiple: 100% White: 94% EL 1-4: 55% SWD: 53% ED: 66%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, proficiency gaps on the Alg I SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

All Students- Increase pass rate from 70% to at least 78%

Asian- Increase pass rate from 50% to at least 68%, reducing the gap from 20% to 10%

Black - Increase pass rate from 47% to at least 67%, reducing the gap from 23% to 11%

EL - Increase pass rate from 55% to at least 69%, reducing the gap from 15% to 9%

SWD - Increase pass rate from 53% to at least 68%, reducing the gap from 17% to 10%

Econ. Disadv. - Increase pass rate from 66% to at least 75%, reducing the gap from 5% to 3%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Alg I SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students- Increase pass rate from 70% to at least 73% Asian- Increase pass rate from 50% to at least 59%, reducing the gap from 20% to 14% Black - Increase pass rate from 47% to at least 57%, reducing the gap from 23% to 16% EL - Increase pass rate from 55% to at least 62%, reducing the gap from 15% to 11% SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 17% to 12% Econ. Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 5% to 4%

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Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Alg I SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
	All Students- Increase pass rate from 73% to at least 76%			
Annual Performance Goal Year 3 (2027-28)	Asian- Increase pass rate from 59% to at least 65%, reducing the gap from 14% to 11%			
	Black - Increase pass rate from 57% to at least 64%, reducing the gap from 16% to 12%			
	EL - Increase pass rate from 62% to at least 66%, reducing the gap from 11% to 10%			
	SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 12% to 11%			
	Econ. Disadv. - Increase pass rate from 69% to at least 72%, reducing the gap from 4% to 3%			
	By June 2028, proficiency gaps on the Alg I SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
	All Students- Increase pass rate from 76% to at least 78%			
	Asian- Increase pass rate from 65% to at least 69%, reducing the gap from 11% to 10%			
	Black - Increase pass rate from 64% to at least 67%, reducing the gap from 12% to 11%			
	EL - Increase pass rate from 66% to at least 69%, reducing the gap from 10% to 9%			
	SWD - Increase pass rate from 65% to at least 68%, reducing the gap from 11% to 10%			
	Econ. Disadv. - Increase pass rate from 72% to at least 75%, reducing the gap from 4% to 3%			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.			
Action Steps				
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation	
Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * EL, SpEd and Academy teachers will collaborate with Math Coach, Algebra CLT to develop common assessments and share effective strategies. * Teacher will begin to use math workshop structures within each unit. * Every student will meet regularly 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. * Ensure that students 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. * Progress monitoring every 3 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers		

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Tier 2 * Collaborative planning including EL, SpEd, and Academy teachers to identify students who need small group remediation and the skills/standards that need to be addressed. * Provide targeted remediation during Archers period. * Math coach will provide targeted remediation to small groups weekly based on progress monitoring data. * Progress monitoring every 3 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 * Collaborative planning including EL, SpEd, and Academy teachers to identify students who need 1:1 remediation and the skills/standards that need to be addressed.. * Provide 1:1 instructional support using explicit instruction by breaking down mathematical concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently. * Progress monitoring every 3 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Professional Learning: *Math coach supports math teacher with data driven coaching by analyzing student performance data, identifying gaps in instruction, provide teacher with workshops on strategies, coplans implementation, supports teacher in the classroom, debriefs with results. *EL lead teacher models, coplans and provides supports in the classroom with language supports, scaffolds, use of sentence frames, anchor chars, word banks	Sept - June, ongoing	Administrators, Math Coach	

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicator	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 (Alg 1 only) Teacher/CLT/Grade -SOL Quick Checks	Teacher/CLT/Grade -SOL Quick Checks	School level NWEA - MAP Growth (Alg 1 Only) Teacher/CLT/Grade -SOL Quick Checks	School level- NWEA - MAP Growth (Alg 1 Only) Teacher/CLT/Grade -SOL Quick Checks

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Goal #2	Biology		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	2024-25 - Biology SOL Pass Rates (APS) All Students: 77% Asian: 90% Black: 75% Hispanic:49% Multiple: 100% White: 98% EL 1-4: 17% SWD: 67% ED: 54%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, proficiency gaps on the Biology SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
All Students- Increase pass rate from 77% to at least 83%			
Hispanic - Increase pass rate from 49% to at least 68%, reducing the gap from 28% to 15%			
EL - Increase pass rate from 17% to at least 59%, reducing the gap from 60% to 24%			
SWD - Increase pass rate from 67% to at least 76%, reducing the gap from 10% to 7%			
Econ. Disadv. - Increase pass rate from 54% to at least 69%, reducing the gap from 23% to 14%"			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Biology SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	All Students- Increase pass rate from 77% to at least 79%		
	Hispanic - Increase pass rate from 49% to at least 58%, reducing the gap from 28% to 21%		
	EL - Increase pass rate from 17% to at least 38%, reducing the gap from 60% to 41%		
	SWD - Increase pass rate from 67% to at least 70%, reducing the gap from 10% to 9%		
	Econ. Disadv. - Increase pass rate from 54% to at least 62%, reducing the gap from 23% to 18%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Biology SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	All Students- Increase pass rate from 79% to at least 81%		
	Hispanic - Increase pass rate from 58% to at least 65%, reducing the gap from 21% to 17%		
	EL - Increase pass rate from 38% to at least 51%, reducing the gap from 41% to 30%		
	SWD - Increase pass rate from 70% to at least 73%, reducing the gap from 9% to 8%		
	Econ. Disadv. - Increase pass rate from 62% to at least 65%, reducing the gap from 17% to 16%		

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Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Biology SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	All Students- Increase pass rate from 81% to at least 83%		
	Hispanic - Increase pass rate from 65% to at least 68%, reducing the gap from 16% to 15%		
	EL - Increase pass rate from 51% to at least 59%, reducing the gap from 30% to 24%		
SWD - Increase pass rate from 73% to at least 76%, reducing the gap from 8% to 7%			
Econ. Disadv. - Increase pass rate from 65% to at least 69%, reducing the gap from 16% to 14%			
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Biology curriculum utilizing county provided curriculum and curricular resources. * EL, SpEd and Academy teachers will collaborate with Advanced Academic, biology specialist, Biology CLT to develop common assessments and share effective strategies. * Every student will meet regularly 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. * Ensure that students 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. * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 2 * Collaborative planning including EL, SpEd, and Academy teachers to identify students who need small group remediation and the skills/standards that need to be addressed. * Provide targeted remediation during Archers period. identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. * Teachers will provide targeted remediation to small groups weekly based on progress monitoring data. * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Tier 3 * Collaborative planning including EL, SpEd, and Academy teachers to identify students who need 1:1 remediation and the skills/standards that need to be addressed.. *Provide 1:1 instructional support using explicit instruction by breaking down biology concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently. * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.		Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning: *Biology teachers meet with Advanced Academic coach to analyze student performance data, identifying gaps in instruction, provide teacher with workshops on strategies, coplans implementation, supports teacher in the classroom, debriefs with results. *EL lead teacher models, coplans and provides supports in the classroom with language supports, scaffolds, use of sentence frames, anchor chars, word banks		Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal
Progress Monitoring				
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan - Key Performance Indicator	KPI-SAGS-2.2-% of middle school and Gr. 9 students annually meeting defined growth targets in reading on the NWEA MAP Growth	
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)	
Teacher/CLT/Grade-	Teacher/CLT/Grade-	Teacher/CLT/Grade-	Teacher/CLT/Grade-	

Goal #3	Chronic Absenteeism		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.		
Baseline Data	2024-25 21.7% of our full time students are chronically absent n-114	Identify if goal is required based on state or federal requirements, or other guidelines	

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3 Year Performance Goal

By 2028, no more than 14% of fulltime ACC students will be chronically absent

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By 2026, no more than 19% of FT ACC students will be chronically absent
Annual Performance Goal Year 2 (2026-27)	By 2027, no more than 16% of FT ACC students will be chronically absent
Annual Performance Goal Year 3 (2027-28)	By 2028, no more than 14% of FT ACC students will be chronically absent

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	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.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-5.5-Communicate preventive and intervention resources available within schools and the community to students, families, and staff for both behavior and substance use needs.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Students who arrive late to school will complete a 3-question survey. Results of this survey will be used to determine response and other possible interventions.	Sept-June, Ongoing	Admin, All Staff	Survey/attendance data will be reviewed at Coordinator meeting monthly.
The ACC MTSS Team will meet twice monthly to review student data and referrals and to determine actions and interventions for chronically absent students. This will include Tier I (classroom), Tier II and Tier III interventions.	Sept-June, Ongoing	Admin, All Staff	MTSS agendas and monitoring data will be reviewed quarterly.
The ACC Attendance Committee will identify students who have 2+ Unexcused, Excused, and Unverified absences and communicate with households and confer with students to identify needs and supports to re-engage.	Sept-June, Ongoing	Admin, Attendance Committee	Attendance Data
The ACC Attendance Committee will meet twice monthly to review student data and to determine where to focus interventions.	Sept-June, Ongoing	Admin, All Staff	Attendance Committee meeting agendas and data will be reviewed monthly.
Utilize community circles during Archers to build positive relationship and check in with students weekly.	Sept-June, Ongoing	all staff	Walkthroughs, surveys

Progress Monitoring

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

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Goal #4	Engaged Workforce		
Strategic Plan Goal Area	Engaged Workforce		
Strategic Plan Performance Objectives	PO-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice		
Baseline Data	2025 (YVM) 79% of staff responded favorably that professional learning at the school improved their professional practice. 74% of teachers responded favorably that professional learning at the school improved their professional practice.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By 2028, 85% of staff and 82% of teachers will report that professional learning at the school improved their professional practice.

Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By 2026, 81% of staff and 77% of teachers will report that professional learning at the school improved their professional practice.		
Annual Performance Goal Year 2 (2026-27)	By 2027, 83% of staff and 80% of teachers will report that professional learning at the school improved their professional practice.		
Annual Performance Goal Year 3 (2027-28)	By 2028, 85% of staff and 82% of teachers will report that professional learning at the school improved their professional practice.		
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-SCW-1.4-Develop a communications plan to inform teachers and staff about the variety of professional learning opportunities available, including self-selected options.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
BOY/ MOY Staff conferences, including their professional goals and how will professional development impact their practice. "Write about the ways in which your professional learning plan supports your SMART Goal for the year."	Sept-Feb, Ongoing	Administrators	BOY/MOY Reflection; Observation feedback
Coaches, admin and PD facilitators will monitor teachers for implementation of professional learning	Sept-June, Ongoing	Coaches, ILT, Administrators	Observation lookfors and rubric
PD facilitators will collect feedback and choice to professional learning opportunities and make adjustments on PD based on data.	Sept-June, Ongoing	PD facilitators, Admin	Survey data

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Teacher self evaluation and reflection; utilize the self evaluation option in STARS+

Ongoing

Teacher

STARS+

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	Strategic Plan - Key Performance Indicator	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice
	LGI-SCW-1.2-Frontline Professional Learning post-survey		
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)
	Frontline and school developed post surveys on PL	Frontline and school developed post surveys on PL	YVM

Goal #5

English Learner Progress

Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	2024-25- ACCESS 2.0 39.7% of English Learners demonstrated expected progress	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By 2028, at least 55% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By 2026, at least 45% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment
Annual Performance Goal Year 2 (2026-27)	By 2027, at least 50% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment
Annual Performance Goal Year 3 (2027-28)	By 2028, at least 55% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment

Strategic Plan Strategies

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Strategic Plan Strategies- PRIMARY	S-SAGS-2.2-Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge.Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -				
Action Steps				
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation	
Tier 1 * Implement EL curriculum utilizing county provided curriculum and curricular resources. * EL, SpEd and ELI teachers will collaborate with OEL, EL lead, EL CLT to develop assessments and ways to practice assessing Speech. * Every student will meet regularly 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. * Ensure that students have access to environmental and visual scaffolds (Sentence frames, word banks, anchor charts for key vocabulary, brick and mortar words, etc) to aid comprehensible input and recall. * 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 acti	Sept- June, ongoing	Admin, School Leadership Team, FACE Staff, DEI Coordinator	Principal & APs with support with ATSS, EL Office - will monitor by conducting walkthroughs and observations and attending CLTs; gather and analyze quarterly writing and speaking assessments scored using WIDA Can Dos; implement plan of action to remediate identified students.	
Tier 2 * Collaborative planning including EL, SpEd, and ELI teachers to identify students who need small group remediation and the language skills that need to be addressed. * Provide targeted remediation during Archers period. * Teacher will provide targeted remediation to small groups weekly based on progress monitoring data. * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept- June, ongoing	Admin, School Leadership Team, FACE Staff, DEI Coordinator, Webmaster		
Tier 3 * Collaborative planning including EL, SpEd, and Academy teachers to identify students who need 1:1 remediation and the language skills that need to be addressed.. *Provide 1:1 instructional support using explicit instruction. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently. * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities.	Sept- June, ongoing	Admin, School Leadership Team, FACE Staff, DEI Coordinator, Webmaster		

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Family Outreach: Provide Grupo Hispano parent group with a workshop on impact of WIDA scores on students academic growth.	Sept- June, ongoing	Admin, School Leadership Team, FACE Staff, DEI Coordinator, Webmaster, Program Coordinators	Principal meets monthly with Bilingual Family Specialist to plan parent meetings that target language supports and strategies for parents to utilize at home; survey parents on knowledge of WIDA language levels; provide workshops to address gaps.
Professional Learning: *EL teachers meet with OEL to analyze student performance data, identifying gaps in instruction, provide teacher with workshops on strategies, coplans implementation, supports teacher in the classroom, debriefs with results. *EL lead teacher models, coplans and provides supports in the classroom with language supports, scaffolds, use of sentence frames, anchor chars, word banks	Sept- June, ongoing	Admin, School Leadership Team, FACE Staff, DEI Coordinator, Webmaster, Program Coordinators	Provide PD to teachers on planning and implementing language scaffolds on October 13 PD day; December 10 PD; February 11 PD; April 22 PD. Conduct classroom walkthroughs to provide feedback to teachers each quarter. Use Kick Up to collect data and share feedback with teachers. Engage SIOP coach to provide targeted support to teachers based on data.

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan - Key Performance Indicator	KPI-SAGS-2.2-% of middle school and Gr. 9 students annually meeting defined growth targets in reading on the NWEA MAP Growth
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)
MAP Growth (English Learners)	WIDA Language Rubrics	MAP Growth (English Learners) WIDA ACCESS	WIDA Language Rubrics