

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

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 2024-2025- SOL Black - Pass 56.3% (gap 34.1%) Hispanic - Pass 73.1% (gap 17.32%) EL - Pass 43.3% (gap 47.1%) SWD - Pass 47% (gap 43.4%) Econ. Disadv. - Pass 61% (gap 29.4%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 68% to at least 71%, reducing the gap from 17% to 14% Hispanic - Increase pass rate from 80% to at least 83%, reducing the gap from 5% to 2% EL - Increase pass rate from 62% to at least 66%, reducing the gap from 23% to 19% SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 21% to 17% Econ Disadv. - Increase pass rate from 72% to at least 75%, reducing the gap 13% to 10%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 57% to at least 64%, reducing the gap from 28% to 21% Hispanic - Increase pass rate from 74% to at least 78%, reducing the gap from 11% to 7% EL - Increase pass rate from 45% to at least 55%, reducing the gap from 40% to 30% SWD - Increase pass rate from 49% to at least 57%, reducing the gap from 36% to 28% Econ. Disadv. - Increase pass rate from 62% to at least 68%, reducing the gap 23% to 17%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 64% to at least 68%, reducing the gap from 23% to 17% Hispanic - Increase pass rate from 78% to at least 80%, reducing the gap from 7% to 5% EL - Increase pass rate from 55% to at least 62%, reducing the gap 30% to 23% SWD - Increase pass rate from 57% to at least 64%, reducing the gap from 28% to 21% Econ. Disadv. - Increase pass rate from 68% to at least 72%, reducing the gap 17% to 13%		

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 68% to at least 71%, reducing the gap from 17% to 14% Hispanic - Increase pass rate from 80% to at least 83%, reducing the gap from 5% to 2% EL - Increase pass rate from 62% to at least 66%, reducing the gap from 23% to 19% SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 21% to 17% Econ Disadv. - Increase pass rate from 72% to at least 75%, reducing the gap 13% to 10%		
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) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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 wherever they are supporting students. * Incorporate Math learning through games. * Teacher will begin to use math workshop structures within each unit. * Every teacher will provide differentiated instruction in targeted small groups.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Collaborative planning, coaching, and modeling of lessons, including EL and SpEd teachers. * Identify priority standards to address students scoring in Red and Orange bands on the MAP. * Ensure that students have access to visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.). * Provide MTSS intervention for students during Phoenix Time.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Tier 3 * Progress monitoring every unit and instructional adjustments according to formative assessments. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities. * Use 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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

Professional Learning: -Math Workshop Training and Support -Engagement strategies (Kagan, Accountable talk, Responsive Classroom) -Reasoning Routines -Provide opportunities for math teacher to observe other skilled teachers during classroom instruction		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 Indicators	KPI-SAGS-1.4-% of students passing the Math SOL	
	LGI-SAGS-2.1-Universal Math Screener		KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on 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)	
School level- NWEA - MAP Growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	School level- Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	School level- NWEA - MAP Growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	School level- NWEA - MAP Growth Teacher/CLT/Grade -SOL Quick Checks (Just in time Quick Checks) -Common assessment -Progress Monitoring Data from Interventions -IXL Diagnostic	

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

Goal #2			
Reading - SOL			
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	Spring 2024-2025 - SOL Black - Pass 70.2% (opp. gap 22.6%) Hispanic - Pass 74.6% (opp. gap 18.2%) EL - Pass 26.6% (opp. gap 66.2%) SWD - Pass 55.7% (opp. gap 37.1%) Econ. Disadv - Pass 64.5% (opp. gap 28.3%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
READING SOL By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 80% to at least 85%, reducing the gap from 7% to 2% Hispanic - Increase pass rate from 80% to at least 85%, reducing the gap from 7% to 2% EL - Increase pass rate from 64% to at least 70%, reducing the gap from 23% to 17% SWD - Increase pass rate from 72% to at least 77%, reducing the gap from 15% to 10% Econ. Disadv. - Increase pass rate from 75% to at least 80%, reducing the gap from 12% to 7%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 71% to at least 75%, reducing the gap from 16% to 12% Hispanic - Increase pass rate from 75% to at least 78%, reducing the gap from 12% to 9% EL - Increase pass rate from 28% to at least 57%, reducing the gap from 59 % to 30% SWD - Increase pass rate from 58% to at least 62%, reducing the gap from 29% to 25% Econ. Disadv. - Increase pass rate from 65% to at least 70%, reducing the gap from 22% to 18%		
Annual Performance Goal Year 2 (2026-27)	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 75% to at least 80%, reducing the gap from 12% to 7% Hispanic - Increase pass rate from 78% to at least 80%, reducing the gap from 11% to 9% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 30% to 23% SWD - Increase pass rate from 62% to at least 72%, reducing the gap from 25% to 15% Econ. Disadv. - Increase pass rate from 70% to at least 75%, reducing the gap from 22% to 12%		

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:			
	Black - Increase pass rate from 80% to at least 85%, reducing the gap from 7% to 2%			
	Hispanic - Increase pass rate from 80% to at least 85%, reducing the gap from 7% to 2%			
	EL - Increase pass rate from 64% to at least 70%, reducing the gap from 23% to 17%			
	SWD - Increase pass rate from 72% to at least 77%, reducing the gap from 15% to 10%			
Econ. Disadv. - Increase pass rate from 75% to at least 80%, reducing the gap from 12% to 7%				
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-SAGS-2.1-Implement science of reading strategies and curriculum resources to grow all readers, particularly those below proficiency.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -				
Action Steps				
Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Explicit vocabulary Instruction-all content areas * Utilize strategies from Aspire Training and Staff Development in adolescent reading * Identify ELA Power Standards; create and implement common assessments and strategic reteaching (small group)		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.
Tier 2: * Core phonics in Structured Literacy Courses * Lexia powerup / (Lexia English for EL 1 & 2) * Provide coaching and modeling for special education and EL teachers * Provide MTSS intervention for students during Phoenix Time		Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
Tier 3: * Teach students routines they can use to decode multisyllabic words * Immersive Reader, ed tech access for read aloud/translations * Provide intense decoding instruction, daily, using the Wilson Reading System for targeted students		Sept-June, ongoing	Admin, All Teachers, Reading Specialist	
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
	LGI-SAGS-2.2-Universal Literacy Screener			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)	

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th----BOY in 8th, only MOY & EOY if below proficient on BOY) VALLSS Assessment Teacher/CLT/Grade- -End of Unit Assessments -Writing performance task embedded in curriculum	Teacher/CLT/Grade- -End of Unit Assessments -Writing performance task embedded in curriculum	School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th & 8th) VALLSS Assessment CLT/Teacher -End of Unit Assessments -Writing performance task embedded in curriculum	School Level -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th & 7th & 8th) VALLSS Assessment CLT/Teacher -End of Unit Assessments -Writing performance task embedded in curriculum
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Goal #3		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		EL Progress 58.5% of English Learners demonstrate progress toward English Language proficiency on the WIDA ACCESS assessment	Identify if goal is required based on state or federal requirements, or other guidelines
3 Year Performance Goal			
By 2028, at least 69% 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 63% 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 66% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

Annual Performance Goal Year 3 (2027-28)	By 2028, at least 69% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-SAGS-1.4-Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	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.				
Action Steps					
Action Steps			Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Align teaching practices with EL Best Practices			All Year	Admin	
Action 2 - Review/teach staff to write language objectives for every lesson in every content area			First Quarter	EL Dept Chair	
Action 3 - Ensure students practice the WIDA Access style of assessment			All Year	Admin/EL Team	
Progress Monitoring					
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan Key Performance Indicators		KPI-SAGS-2.1-% of elementary, middle, and Gr. 9 students annually meeting defined growth targets in Math on 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)	

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

MAP Growth (English Learners) and VALLSS	WIDA Language Rubrics	MAP Growth (English Learners) and VALLSS. WIDA ACCESS	WIDA Language Rubrics
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Goal #4	Professional Learning & Staff Engagement		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
Baseline Data	Spring 2025 YVM -Engaged Workforce: Staff Engagement: 80% -Professional Learning at my school improved my professional practice - 70%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, the % of Dorothy Hamm staff that respond favorably to the category Staff Engagement will increase from 84% to 86% and professional learning at their school improving their professional practice from 76% to 79%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, the % of Dorothy Hamm staff that respond favorably to the category Staff Engagement will increase from 80% to 82% and professional learning at their school improving their professional practice from 70% to 73%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, the % of Dorothy Hamm staff that respond favorably to the category Staff Engagement will increase from 82% to 84% and professional learning at their school improving their professional practice from 73% to 76%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, the % of Dorothy Hamm staff that respond favorably to the category Staff Engagement will increase from 84% to 86% and professional learning at their school improving their professional practice from 76% to 79%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SCW-3.3-Implement systematic processes to engage staff in decision making that contributes to the improvement of learning, operations and climate in APS schools and the division.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Refine systems to support teachers with behavior management and relationship building (RISE Expectations, Restorative Practices, Responsive Advisory, Phoenix Time/TA Implementation)	October - June	Administrators, Team Leaders, Counseling Team	Grade Level Admin attend Team Meetings
Action 2 - Implement the 3 SEL Signature Practices with staff in every meeting that is held; model these and support team leaders and content leads with implementing these practices.	October - June	Administrators, Team Leaders	Team Leads and Content Leads provide feedback on progress of the groups they are responsible for supporting
Action 3 - Provide feedback to teachers on a regular basis - reflective conversations around practices that support and accelerate student learning	October - June	Administrators	Administrators maintain conference log
Action 4 - Maintain open communications with staff through regular participation in team meetings, CLT Meetings, and following through on actions, formation of committees to participate in decision-making	October - June	Administrators	Survey of staff at mid-end of year

Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SCW-3.3-YVM Engaged Workforce: Employee Voice	Strategic Plan Key Performance Indicators	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate
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)
	-Staff survey -Committee Reports		YVM Survey

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

Goal #5	Inclusion		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
Baseline Data	2025 Indicator 5a data - 67% of students with IEPs were included 80% of the day	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, at least 76% of students with IEPs will be included with their general education peers 80% of the day.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 70% of students with IEPs will be included with their general education peers 80% of the day.		
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 73% of students with IEPs will be included with their general education peers 80% of the day.		
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 76% of students with IEPs will be included with their general education peers 80% of the day.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.4-Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-3.1-Provide professional learning to case carriers and school administrators to ensure consistent practices that result in IEP goals and service hours that are reflective of current levels of performance and least restrictive environment (LRE).		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - provide professional learning for teachers around inclusion and supporting students with disabilities in the gen ed setting; explore the four models for co-teaching	Sept-June	Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services	Principal & AP will monitor by reviewing PL schedule and ensuring opportunities are provided

Dorothy Hamm - School Action Plan - 2024-25 to 2027-28
Principal: Ellen Smith

Action 2 - Implement co-teaching agreements and support this partnership	Sept-June	Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services	Principal & AP will monitor by reviewing co-teaching agreements and ensuring plans are in place to meet with feeder schools
Action 3 - Analyze student placement with the SPED department to determine students to move into co-taught sections; *IEP process - amend placement as IEP team approves;	October, November	Sped Teachers, Grade Level Admin, Counselors, IEP Teams, Director of Counseling Services	LRE Indicator 5a status check at end of each quarter
Action 4 - Work with the Maryland Coalition on Inclusive Education to analyze our building-wide needs and develop a plan to improve our students inclusive experiences	Sept-June	School Implementation Team	Principal & AP will monitor

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)
Quarterly Review of LRE Dashboard	Quarterly Review of LRE Dashboard	Quarterly Review of LRE Dashboard	Quarterly Review of LRE Dashboard