

Hoffman-Boston - School Action Plan - 2025-2026 to 2027-28

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 2025 Black - 65% Hispanic - 48% EL - 58% SWD - 23% Econ. Disadv. - 67%	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 72% to at least 74%
 Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 10% to 9%
 EL - Increase pass rate from 68% to at least 71%, reducing the gap from 6% to 5%
 SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 21% to 16%
 Econ. Disadv. - Increase pass rate from 73% to at least 76%

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 65% to at least 69% Hispanic - Increase pass rate from 48% to at least 57%, reducing the gap from 20 % to 14% EL - Increase pass rate from 58% to at least 65%, reducing the gap from 10% to 7% SWD - Increase pass rate from 23% to at least 42%, reducing the gap from 45% to 30% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 1%
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 71% to at least 74% Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 14% to 10% EL - Increase pass rate from 65% to at least 68% SWD - Increase pass rate from 42% to at least 53%, reducing the gap from 29% to 21% Econ. Disadv. - Increase pass rate from 70% to at least 73%

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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 72% to at least 74% Hispanic - Increase pass rate from 64% to at least 68%, reducing the gap from 10% to 9% EL - Increase pass rate from 68% to at least 71%, reducing the gap from 6% to 5% SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 21% to 16% Econ. Disadv. - Increase pass rate from 73% to at least 76%				
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	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Mathematics curriculum and 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 engage in co-teaching models and support instruction. * Teachers will use math workshop structures and student-centered strategies 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	
Tier 2 *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. *Provide family engagement opportunities to learn about math strategies (parent coffee/evening events, classroom communications, etc.)	2	ESSA Tier 2: Moderate 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

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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. *Introduce IXL as a new blended learning tool.		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"	

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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.		
Baseline Data	Spring 2025 - SOL All - Pass 67% Black - Pass 71% Hispanic - Pass 47% (opp. gap 20%) EL - Pass 46% (opp. gap 21%) SWD - Pass 30% (opp. gap 37%) Econ. Disadv. - Pass 63% (opp. gap 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 Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 77% to at least 79%
 Hispanic - Increase pass rate from 64% to at least 67%
 EL - Increase pass rate from 63% to at least 67%, reducing the gap from 10% to 9%
 SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 17% to 13%
 Econ. Disadv. - Increase pass rate from 70% to at least 73%

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 74% Hispanic - Increase pass rate from 47% to at least 57%, reducing the gap from 20% to 14% EL - Increase pass rate from 46% to at least 56%, reducing the gap from 21% to 14% SWD - Increase pass rate from 30% to at least 46%, reducing the gap from 37% to 25% Econ. Disadv. - Increase pass rate from 63% to at least 67%
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 74% to at least 77% Hispanic - Increase pass rate from 57% to at least 64%, reducing the gap from 13% to 10% EL - Increase pass rate from 56% to at least 63%, reducing the gap from 14% to 10% SWD - Increase pass rate from 46% to at least 56%, reducing the gap from 24% to 17% Econ. Disadv. - Increase pass rate from 67% to at least 70%

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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 77% to at least 79% Hispanic - Increase pass rate from 64% to at least 67% EL - Increase pass rate from 63% to at least 67%, reducing the gap from 10% to 9% SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 17% to 13% Econ. Disadv. - Increase pass rate from 70% to at least 73%				
	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	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	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 and VDOE ELA standards * Small group literacy instruction provided by classroom teachers * Establish positive and engaging classroom culture to promote belonging and students seeing themselves as readers and writers. * Classroom teachers co-plan with special education teachers and EL teachers to support inclusive practices.	n/a	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 (VALLSS, Lexia data)
Tier 2: * Implement recommended usage for structured literacy resources at students level * Implement additional language acquisition strategies to support EL students * Conduct needs-based small groups for targeted support from classroom teachers and specialists/interventionists to include UFLI, Lexia, or other resources * Provide family engagement opportunities to learn about ELA topics and promote literacy (parent coffee, classroom communications, family reading events, etc.)	n/a	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 UFLI and Sonday	n/a	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists	
Professional Development VLP training for new teachers Providing BOY training: VDOE standards, VALLSS 4-8 Train teachers in interventions, including UFLI and Sonday 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.	n/a	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Administrators, Classroom Teachers, Reading Coach/Specialists	

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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	Walkthroughs: Administrators, coaches, APS Progress monitoring: Tier 2 and Tier 3 Mastery Connect Benchmark and diagnostic data (VALLSS, Lexia d

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 2025 - SOL All - Pass 63% Asian - Pass 50% (opp. gap 13%) Black - Pass 63% (opp. gap 0%) Hispanic - Pass 38% (opp. gap 25%) EL - Pass 32% (opp. gap 31%) SWD - Pass 13% (opp. gap 50%) Econ. Disadv - Pass 49% (opp. gap 14%)	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 Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Asian - Increase pass rate from 65% to at least 69% reducing the gap from 5% to 4%
Black - Increase pass rate from 70% to 73%
Hispanic - Increase pass rate from 59% to at least 65% reducing the gap from 11% to 8%
EL - Increase pass rate from 57% to at least 64%, reducing the gap from 13% to 10%
SWD - Increase pass rate from 50% to at least 58% reducing the gap from 20% to 15%
Econ. Disadv. - Increase pass rate from 65% to at least 68%

Annual Performance Goals

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Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Asian - Increase pass rate from 50% to at least 59% reducing the gapy from 13% to 8% Black - Increase pass rate from 63% to at least 67% Hispanic - Increase pass rate from 38% to at least 51% reducing the gap from 25% to 16% EL - Increase pass rate from 32% to at least 47%, reducing the gap from 31% to 20% SWD - Increase pass rate from 13% to at least 36% reducing the gap from 50% to 30% Econ. Disadv. - Increase pass rate from 49% to at least 58% reducing the gap from 14% to 9%				
Annual Performance Goal Year 2 (2026-27)	By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Asian - Increase pass rate from 59% to at least 65% reducing the gap from 8% to 5% Black - Increase pass rate from 67% to 70% Hispanic - Increase pass rate from 51% to at least 59% reducing the gap from 16% to 11% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 20% to 13% SWD - Increase pass rate from 36% to at least 50% reducing the gap from 31% to 20% Econ. Disadv. - Increase pass rate from 58% to at least 65% reducing the gap from 9% to 5%				
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Asian - Increase pass rate from 65% to at least 69% reducing the gap from 5% to 4% Black - Increase pass rate from 70% to 73% Hispanic - Increase pass rate from 59% to at least 65% reducing the gap from 11% to 8% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 13% to 10% SWD - Increase pass rate from 50% to at least 58% reducing the gap from 20% to 15% Econ. Disadv. - Increase pass rate from 65% to at least 68%				
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	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement science curriculum using district-wide adopted resources and pacing guides. * Complete 3rd grade science performance assessments (matter and soil), as required by VDOE. * Establish positive and engaging classroom culture to promote belonging and students seeing themselves as scientists. * Classroom teachers co-plan with special education teachers and EL teachers to support inclusive practices.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	Principal & APs will support

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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 * Provide family engagement opportunities to learn about science topics (Science Night, classroom communications, etc.)	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	Principal & ITC 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 3 Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Administrators, Science Lead, ITC, Coach, All Science Teachers	
Professional Learning: Training for new teachers, CLTs to support: implementation of STEMScopes, curriculum resources, planning instruction aligned to the SOLs, reviewing student data to plan for reteaching	n/a	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)
School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #4	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	2024-25 (EOY)- 69% of SWD are spending 80% of school day in Gen. Ed setting Identify if goal is required based on state or federal requirements, or other guidelines
3 Year Performance Goal	

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By June 2028, at least 79% of SWD will spend 80% or more of school day in general education setting.

Annual Performance Goals					
Annual Performance Goal Year 1 (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 2 (2026-27)	By June 2027, at least 76% of SWD will spend 80% or more of school day in general education setting.				
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 79% 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	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Grade level teams will implement co-teaching models and professional learning opportunities to support implementation.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	Principal & AP will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Lessons will be targeted to include specially designed instruction that is aligned to students' IEP goals, accomodations, and other areas of need.	n/a	ESSA Tier 2: Moderate Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	
Develop and implement academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	Benchmark and diagnostic growth data (VALLSS, NWEA, VGA, VKRP, etc.) with disaggregated data for students with disabilities

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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. Teachers will work with grade level teams, coaches, and specialists to support co-teaching implementation. Teachers will build their understanding of specially designed instruction and implementation.	n/a	ESSA Tier 1: Strong Evidence	Sept-June, Ongoing	Admin, Student Support Coordinator, Special Education Teachers, Related Service Providers	IEP goals, progress reports, observation/student data
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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	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	2024-2025: 12.6% of students were chronically absent	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, chronic absenteeism will be reduced to at least 9%

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, chronic absenteeism will be reduced to at least 11.4%
Annual Performance Goal Year 2 (2026-27)	By June 2027, chronic absenteeism will be reduced to at least 10%

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Annual Performance Goal Year 3 (2027-28)	By June 2028, chronic absenteeism will be reduced to at least 9%				
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	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Hold weekly/bi-weekly meetings for school based attendance team to review data and plan action steps to support students and families; expand attendance team to include bilingual family specialist for additional family outreach support	n/a	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
Create a culture of positive attendance to include celebrations, class and/or grade competitions, and reinforcements for students and families	n/a	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
Provide ongoing family communication about attendance policies and supports in regular communications.	n/a	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.
Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in the chronic absenteeism data (family attendance meetings, workshops, teacher involvement, incentives)	n/a	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Adminstrators, ITC	Principal & AP will monitor through check-ins with ITC and staff sign-in sheets
Connect families to resources that address barriers (ie mental health support, AFAC, Clothesline, McKinney-Vento, etc)	n/a	ESSA Tier 1: Strong Evidence	Sept- June, ongoing	Adminstrators, ITC	Principal & AP will monitor through check-ins with ITC and staff sign-in sheets
Professional Development: Consistent schoolwide attendance expectations and interventions, using resources from AttendanceWorks, etc.	n/a	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.

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Progress Monitoring

Strategic Plan Measures - To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan - Key Performance Indicators	KPI-SWB-2.1-% of students who are chronically absent overall
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)
Chronic Absenteeism rate on dashboard	Chronic Absenteeism rate on dashboard	Chronic Absenteeism rate on dashboard	Chronic Absenteeism rate on dashboard