

Kenmore - School Action Plan - 2023-24 to 2025-26

Principal: David McBride

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 2025 - SOL - Math Black - Pass 63% (gap 8%) Hispanic - Pass 58% (gap 13%) EL - Pass 45% (gap 26%) SWD - Pass 38% (opp. gap 33%) Econ. Disadv - 58% Pass (opp. gap 13%)	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 Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 63% to at least 76%, reducing the gap from 8% to 3% Hispanic - Increase pass rate from 58% to at least 68%, reducing the gap from 13% to 10% EL - Increase pass rate from 45% to at least 64%, reducing the gap from 22% to 15% SWD - Increase pass rate from 38% to at least 66%, reducing the gap from 33% to 13% Econ. Disadv. - Increase pass rate from 58% to at least 70%, reducing the gap from 13% to 9%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 63% to at least 70%, reducing the gap from 8% to 4% Hispanic - Increase pass rate from 58% to at least 61%, gap remains at 13% EL - Increase pass rate from 45% to at least 52%, reducing the gap from 26% to 22% SWD - Increase pass rate from 38% to at least 51%, reducing the gap from 33% to 23% Econ. Disadv. - Increase pass rate from 58% to at least 63%, reducing the gap from 13% to 11%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 70% to at least 73%, gap remains at 4% Hispanic - Increase pass rate from 61% to at least 65%, reducing the gap from 13% to 12% EL - Increase pass rate from 52% to at least 60%, reducing the gap from 22% to 16% SWD - Increase pass rate from 51% to at least 59%, reducing the gap from 23% to 17% Econ. Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 11% to 10%		

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Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 73% to at least 76%, reducing the gap from 4% to 3% Hispanic - Increase pass rate from 65% to at least 68%, reducing the gap from 12% to 10% EL - Increase pass rate from 60% to at least 64%, reducing the gap from 17% to 15% SWD - Increase pass rate from 59% to at least 66%, reducing the gap from 18% to 13% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 10% to 9%			
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 1.3-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.			
Action Steps				
Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement Mathematics curriculum and new standards 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. * Teacher will begin to use math workshop structures within each unit. * Every student will being to meet regularly meet 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		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 including EL and SpEd teachers to target identified needs. * Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. * Ensure that 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. * Additional targeted small group weekly using best instructional strategies, progress monitoring, and document progress.		Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Tier 3 * 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. * Use very straight-forward, 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	

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Professional Learning: Continued PL on Math Workshop; grouping and re-grouping for instruction; NWEA assessment delivery analysis of results		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	
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 - Opportunity 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 - English Black - Pass 75% (gap 0%) Hispanic - Pass 50% (gap 19%) EL - Pass 22% (gap 47%) SWD - Pass 42% (gap 27%) Econ. Disadv - Pass 57% (gap 12%)	Identify if goal is required based on state or federal requirements, or other guidelines		

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3 Year Performance Goal

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

Black - Increase pass rate from 72% to at least 82%, no gap

Hispanic - Increase pass rate from 50% to at least 69%, reducing the gap from 19% to 9%

EL - Increase pass rate from 22% to at least 61%, reducing the gap from 47% to 17%

SWD - Increase pass rate from 42% to at least 65%, reducing the gap from 27% to 12%

Econ. Disadv. - Increase pass rate from 57% to at least 71%, reducing the gap from 12% to 7%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 72% to at least 78% Hispanic - Increase pass rate from 50% to at least 59%, reducing the gap from 19% to 13% EL - Increase pass rate from 22% to at least 41%, reducing the gap from 47% to 31% SWD - Increase pass rate from 42% to at least 53%, reducing the gap from 27% to 19% Econ. Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 12% to 8%
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 78% to at least 80%, no gap Hispanic - Increase pass rate from 59% to at least 65%, reducing the gap from 13% to 10% EL - Increase pass rate from 41% to at least 53%, reducing the gap from 31% to 22% SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 19% to 14% Econ. Disadv. - Increase pass rate from 64% to at least 67%, reducing the gap from 8% to 7%
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency 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 82%, no gap Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap from 10% to 9% EL - Increase pass rate from 53% to at least 61%, reducing the gap from 22% to 17% SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 14% to 12% Econ. Disadv. - Increase pass rate from 67% to at least 71%, reducing the gap from 8% to 7%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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Tier 1: * Explicit vocabulary Instruction-all content areas * Utilize strategies from Aspire Training and Staff Development in adolescent reading	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 Reading Strategies Class * Lexia powerup / (Lexia English for EL 1 & 2) *Multisyllable Routine- Phonics Lessons (Phonics Lesson Library)	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Teach students routine they can use to decode multisyllabic words * Immersive Reader, ed tech access for read aloud/translations *Teach a routine to determine the gist of the texts	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning -ASPIRE training; 95% Group reading training; NWEA Universal Screener training	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
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 DIBELS for Special Education reading goal on their IEP Teacher/CLT/Grade- -Formative & Summative Common Assessments [Mastery Connect] -1st Quarter ELA Assessment [Mastery Connect based on Quarter 1 ELA Standards]	School level- NWEA DIBELS for Special Education reading goal on their IEP Teacher/CLT/Grade- -End of Unit [Mastery Connect] (?) -2nd Quarter ELA Assessment [Mastery Connect based on Quarter 2 ELA Standards]	School level- DIBELS for Special Education reading goal on their IEP Teacher/CLT/Grade- -End of Unit [Mastery Connect] --3rd Quarter ELA Assessment [Mastery Connect based on Quarter 3 ELA Standards]	School level NWEA DIBELS for Special Education reading goal on the IEP Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Reading SOL

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Goal #3	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	2024-25 66% of students with disabilities spend 80% or more of their school day in a general education setting	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 disabilities will spend 80% or more of their school day in a general education setting			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 70% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 73% of students with disabilities will spend 80% or more of their school day in a general education setting		
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 76% of students with disabilities will spend 80% or more of their school day in a general education setting		
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-3.5-Provide training to all staff (PreK-Adult) on strategies to create an inclusive classroom environment where all students feel valued and supported. This includes promoting empathy, understanding, and acceptance among students, as well as fostering positive peer relationships.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 Provide explicit and systematic instruction utilizing elements of explicit instruction and Universal Design for Learning (UDL) .	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office
Tier 2 Provide targeted and explicit instruction aligned to student's IEP goals and other areas of need.	Sept-June, Ongoing	Admin, All Staff	- will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3 Reconvene IEP team to consider additional supports/resources	Sept-June, Ongoing	Admin, All Staff	

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Professional Learning Preservice presentation on inclusion; inclusive practices overview with all staff; Special Education Department Chair meets monthly with case carriers to review best practices on inclusion	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal and APs will monitor by reviewing LRE dashboard monthly and meetings with SpEd Dept Chair and Director of Secondary Special Education
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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/Inclusion Dashboard	LRE/Inclusion Dashboard	LRE/Inclusion Dashboard	LRE/Inclusion Dashboard

Goal #4	English Learner Progress on WIDA ACCESS		
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 50.4% 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 64% of English Learners will demonstrate expected progress toward English Language proficiency on the WIDA ACCESS assessment

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Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By 2026, at least 55% 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 60% 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 64% 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-1.1-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	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement science curriculum using district-wide adopted resources. * Provide laboratory investigation in each unit. * All middle schools implement independent research progression model.	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Science Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Complete unit benchmark assessments. * Participate in weekly Science CLT * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students.	Sept-June, Ongoing	Admin, All Staff	
Professional Learning *Mastery Connect session with science teachers to create grade level formative assessments based on the standards tested on the cumulative Grade 8 Science Test	Sept-June, Ongoing	Admin, All Staff	Principal & AP's will monitor through check-ins with Science Dept., Chair and Science Office

Progress Monitoring

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Strategic Plan - Measures (To determine if goal was achieved)	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan - Key Performance Indicators	
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) and VALLSS	WIDA Language Rubrics	MAP Growth (English Learners) and VALLSS. WIDA ACCESS	WIDA Language Rubrics

Goal #5	Chronic Absenteeism		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
Baseline Data	12.6- Chronic Absenteeism rate for 2024-25 (APS) ____ - Chronic Absenteeism rate for 2023-24 (VDOE - Includes reductions for flexible hours of instruction)	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 performance rating for VDOE School Quality Indicator - Chronic Absenteeism
3 Year Performance Goal			
By June 2028, reduce chronic absenteeism to at least 9.5%.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, reduce chronic absenteeism to at least 11.5%.		
Annual Performance Goal Year 2 (2026-27)	By June 2027, reduce chronic absenteeism to at least 10.5%.		
Annual Performance Goal Year 3 (2027-28)	By June 2028, reduce chronic absenteeism to at least 9.5%.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.		

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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Weekly Admin Team meetings to review Insights Attendance Watch list	September--June	Admin Team	1. A-Team Agenda with notes; 2. Counseling Services Tier 1 & Tier 2 Watchlist; 3. Completed Attendance Plans
Counseling Services weekly meeting to reveiw Attendance Watch list with Attendance Team	September--June	Counseling Services Team	
Attendance Plan meetings for students with over 5 unexcused absences from school	September--June	School Counselor and Social Worker	
Professional Learning			
Progress Monitoring			
Strategic Plan - Measures (To determine if goal was achieved)	LGI-SWB-2.1-Attendance Data	Strategic Plan - Key Performance Indicators	KPI-SWB-2.2-% of students who are chronically absent by school
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Monthly review of Attendance data	Monthly review of Attendance data	Monthly review of Attendance data	Monthly review of Attendance data