

Long Branch - School Action Plan - 25.26 to 27.28

Principal: Jessica DaSilva

Goal #1	Math - 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 Black - 39% (29% opportunity gap) Hispanic - 26% (42% opportunity gap) EL - 28% (40% opportunity gap) SWD - 30% (38% opportunity gap) Econ. Disadv - 41% (27% opportunity gap)	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 39% to at least 66%, reducing the gap from 29% to 11%
 Hispanic - Increase pass rate from 26% to at least 52%, reducing the gap from 42% to 15%
 EL - Increase pass rate from 28% to at least 62%, reducing the gap from 37% to 16%
 SWD - Increase pass rate from 46% to at least 67%, reducing the gap from 38% to 14%
 Econ. Disadv. - Increase pass rate from 41% to at least 65%, reducing the gap from 27% to 12%

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 39% to at least a 51%, reducing the gap from 42% to 28% Hispanic - Increase pass rate from 26% to at least a 43%, reducing the gap from 26% to 20% EL - Increase pass rate from 28% to at least a 45%, reducing the gap from 40% to 27% SWD - Increase pass rate from 30% to at least a 46%, reducing the gap from 38% to 25% Econ Disadv. - Increase pass rate from 41% to at least a 53%, reducing the gap from 27% to 19%
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 65% to at least a 60%, reducing the gap from 20% to 14% Hispanic - Increase pass rate from 43% to at least a 54%, reducing the gap from 28% to 20% EL - Increase pass rate from 45% to at least a 55%, reducing the gap from 26% to 19% SWD - Increase pass rate from 46% to at least a 56%, reducing the gap from 25% to 18% Econ Disadv. - Increase pass rate from 53% to at least a 61%, reducing the gap from 18% to 13%

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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 60% to at least 66%, reducing the gap from 14% to 11% Hispanic - Increase pass rate from 54% to at least 62%, reducing the gap from 20% to 15% EL - Increase pass rate from 55% to at least 62%, reducing the gap from 19% to 14% SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 18% to 14% Econ. Disadv. - Increase pass rate from 61% to at least 65%, reducing the gap from 13% to 12%			
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 resources utilizing county provided curricular resources. * Implement AVMR strategies and instruction in K-2 classes, and in classrooms 3-5 of trained staff * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT where ever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will meet with the teacher weekly 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. *Personalized professional learning based on classroom walkthroughs		Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, coaches	Principal & AP will support with MTSS, instructional coaches - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including AVMR strategies, Kathy Richardson, Math in Practice, and Bridges (as appropriate and by need) * 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 ELs 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. * Trained staff use AVMR strategies in small group instruction as needed.		Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

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Tier 3 * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery® (by trained Math Recovery teacher) * 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. * Math Interventionist to pull specific, targeted groups for intensive intervention across primary grades * Trained staff use AVMR strategies in small group instruction as needed.		Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
Professional Learning: - AVMR training for new 2nd grade teacher and new kindergarten, and possibly untrained 3 - 5 teachers, SPED teachers, and EL teachers (budget depending) - Specific and targeted PD in CLTs around culturally responsive teaching from the DEI office, admin, and coaches - Walkthrough data for targeted, personalized PD for staff		Sept - June, ongoing	Administrators, Math Coach, DEI office	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 AVMR assessments and progress monitoring Teacher/CLT/Grade -AVMR assessments and progress monitoring -District Unit Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -AVMR assessments and progress monitoring -District Unit Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth AVMR assessments and progress monitoring Teacher/CLT/Grade -AVMR assessments and progress monitoring -District Unit Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -AVMR assessments and progress monitoring -District Unit Assessments [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions	

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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 Black - 43% (24% opportunity gap) Hispanic - 22% (45% opportunity gap) EL - 19% (48% opportunity gap) SWD - 41% (26% opportunity gap) Econ. Disadv - 37% (30% opportunity gap)	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 43% to at least 65%, reducing the gap from 24% to 11% Hispanic - Increase pass rate from 22% to at least 61%, reducing the gap from 45% to 15% EL - Increase pass rate from 19% to at least 60%, reducing the gap from 48% to 16% SWD - Increase pass rate from 41% to at least 65%, reducing the gap from 26% to 11% Econ. Disadv. - Increase pass rate from 37% to at least 65%, reducing the gap from 30% to 11%			
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 43% to at least 54%, reducing the gap from 24% to 16% Hispanic - Increase pass rate from 22% to at least 41%, reducing the gap from 45% to 29% EL - Increase pass rate from 19% to at least 39%, reducing the gap from 48% to 31% SWD - Increase pass rate from 41% to at least 53%, reducing the gap from 26% to 18% Econ. Disadv. - Increase pass rate from 37% to at least 50%, reducing the gap from 30% to 20%		
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 54% to at least 62%, reducing the gap from 16% to 12% Hispanic - Increase pass rate from 41% to at least 53%, reducing the gap from 29% to 21% EL - Increase pass rate from 39% to at least 52%, reducing the gap from 31% to 22% SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 17% to 13% Econ. Disadv. - Increase pass rate from 50% to at least 59%, reducing the gap from 20% to 14%		

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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 62% to at least 65%, reducing the gap from 11% to 11% Hispanic - Increase pass rate from 53% to at least 61%, reducing the gap from 20% to 15% EL - Increase pass rate from 52% to at least 60%, reducing the gap from 21% to 16% SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 12% to 11% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 14% to 11%		
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 Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement accelerated phonics plan in 2nd and 3rd grade (UFLI) * Implement CKLA in K-5 for language comprehension and explicit vocabulary instruction * Utilize engagement/thinking strategies to provide opportunities for rigor *Personalized professional learning based on classroom walkthroughs	Sept-June, ongoing	Admin, All Teachers, instructional coaches	Principal & APs will support with MTSS, instructional coaches- will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2: * Lexia recommended usage for structured literacy at students level * Additional targeted small group instruction * Collaborative planning with EL and SpEd teachers to differentiate accordingly	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
- Build teacher capacity around Tier 1, 2, and 3 practices to support the targetted subgroups. - Walkthrough data for targeted, personalized PD for staff - Prioritize ELA standards as a grade level team for each unit of CKLA (2nd-5th) - Prioritize ELA standards as a grade level team for each unit of phonics (K & 1st)	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Progress Monitoring			

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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 MAP Growth Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards -VALLS	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards -VALLS	School level- NWEA MAP Growth Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards -VALLS	School level NWEA MAP Growth Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards -VALLS

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
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 - 2025 63% 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 77% 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 67% 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 72% 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 77% 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-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.		

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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 2: Students should receive targeted and explicit instruction aligned to their IEP goals and other areas of need.	Sept- June, Ongoing	Classroom teachers, EL, SpEd staff	Principal & AP will support with MTSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.	
Tier 3: Reconvene IEP team to consider additional supports/resources	Sept- June, Ongoing	Classroom teachers, EL, SpEd staff		
*Build teacher capacity around Tier 1, 2, and 3 practices to support the targeted subgroups. *Personalized professional learning based on classroom walkthroughs	Sept- June, Ongoing	Classroom teachers, admin, instructional coaches		

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 on the Strategic Plan portal	LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic Plan portal	LRE dashboard on the Strategic plan portal

Goal #4	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	2024-25 - 59% of students with disabilities responded favorably to this section on the Your Voice Matters survey.	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, 80% of students with disabilities will respond favorably to the Your Voice Matters Student Well-Being: Social, Emotional, and Mental Health section.

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, 65% of students with disabilities will respond favorably to the Your Voice Matters Student Well-Being: Social, Emotional, and Mental Health section.
Annual Performance Goal Year 2 (2026-27)	By June 2027, 73% of students with disabilities will respond favorably to the Your Voice Matters Student Well-Being: Social, Emotional, and Mental Health section.
Annual Performance Goal Year 3 (2027-28)	By June 2028, 80% of students with disabilities will respond favorably to the Your Voice Matters Student Well-Being: Social, Emotional, and Mental Health section.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 3 - Staff will identify each student by name, strength, and need. Through an in-house survey to students in grades 3-5, students who do not respond favorably to responses will be matched with tier 2 and 3 supports, such as one-on-one check-ins and small groups using evidence-based curriculums.	September - June, Ongoing	Admin/ counselors, all staff participate	Principal & AP will support with MTSS, school-based mental health team, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Action 2 - All classroom teachers will have 20 minutes of Morning Meeting, where students will engage in SEL practices, to include implementing with fidelity Second Step lessons, the school selected SEL curriculum. Morning meetings will align with one of the 5 CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.	September - June, Ongoing during morning meeting time, daily	Admin/ counselors, SEL Lead, all staff participate	Principal & AP will support with MTSS, school-based mental health team, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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Action 1 - All staff will create an affirming environment to students by establishing classroom expectations and creating cozy corners. The school will purchase cozy corner toolkits and the SEL Lead will create a presentation for staff to teach students how to use the cozy corners during the first month of school.	September - June, Ongoing during morning meeting time, daily	Admin/ counselors, SEL Lead, all staff participate	Principal & AP will support with MTSS, school-based mental health team, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-11-YVM Student: Social, Emotional, and Mental Health	Strategic Plan - Key Performance Indicators	KPI-SWB-11-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th - 5th & 6th-12th
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
In house Google form survey with the specific question from the SEL (Social & Emotional Learning) as well as questions around trusted adults in their lives		In house Google form survey with the specific question from the SEL (Social & Emotional Learning) as well as questions around trusted adults in their lives	Your Voice Matters survey results

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 - 41% of EL students made expected growth on the WIDA Access test.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, at least 60% of EL students will demonstrate projected growth targets as measured by the WIDA Access test.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 47% of EL students will demonstrate projected growth targets as measured by the WIDA Access test.		

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Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 53% of EL students will demonstrate projected growth targets as measured by the WIDA Access test.			
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 60% of EL students will demonstrate projected growth targets as measured by the WIDA Access test.			
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
Action 1 The EL team will create a schedule for the EL population to determine when they will push-in to co-teach in the classrooms and when they will pull out EL students for English Language Development small group instruction.		Sept-June ongoing		
Action 2 The EL team will coach and model strategies in the classroom to general education teachers.		Sept-June ongoing		
Action 3 Use data (ACCESS scores, formative assessments) to group students and provide small-group language support targeting listening, speaking, reading, and writing.		Sept-June ongoing		
Action 4 Hold regular data meetings to analyze ELL student data and adjust instructional strategies or supports and from those meetings, set growth targets for individual students based on baseline proficiency and instructional goals.		Sept-June ongoing		

Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-2.2-Universal Literacy Screener	Strategic Plan - Key Performance Indicators	

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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)
VALLS NWEA - Reading	VALLS NWEA - Reading WIDA Language Charts	VALLS NWEA - Reading WIDA Access administration	WIDA Language charts