

Ashlawn - School Action Plan - 2023-24 to 2025-26
Principal: Frances Lee

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - Math		Identify if goal is required based on state or federal requirements, or other guidelines
	Hispanic - Pass 44% (opp. gap 28%) EL - Pass 65% (opp. gap 43%) SWD - Pass 65% (opp. gap 22%) Econ. Disadv - Pass 55% (opp. gap 32%)		
3 Year Performance Goal			
MATH SOL By 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from (Spr. 2023 pass rate) 59% to at least 72%, reducing the gap from 28% to 19% EL - Increase pass rate from (Spr. 2023 pass rate) 43% to at least 66%, reducing the gap from 43% to 24% SWD - Increase pass rate from (Spr. 2023 pass rate) 22% to at least 68%, reducing the gap from 22% to 20% Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate)% to at least 69%, reducing the gap from 32% to 21%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 59% to at least 65%, reducing the gap from 28% to 23% EL - Increase pass rate from 44% to at least 55%, reducing the gap from 43% to 33% SWD - Increase pass rate from 65% to at least 68%, reducing the gap from 22% to 20% Econ. Disadv. - Increase pass rate from 55% to at least 62%, reducing the gap from 32% to 26%		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 65% to at least 68%, reducing the gap from 23% to 21% EL - Increase pass rate from 55% to at least 62%, reducing the gap from 33% to 27% SWD - Increase pass rate from 68% to at least 71%, reducing the gap from 20% to 18% Econ. Disadv. - Increase pass rate from 62% to at least 66%, reducing the gap from 26% to 23%		

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**Annual Performance Goal
Year 3 (2025-26)**

By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Hispanic - Increase pass rate from 68% to at least a 72%, reducing the gap from 21% to 19%
- EL - Increase pass rate from 62% to at least a 66%, reducing the gap from 27% to 24%
- SWD - Increase pass rate from 65% to at least a 68%, reducing the gap from 22% to 20%
- Econ Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 23% to 21%

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-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * 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. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. 	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers</p>	<p>Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 2</p> <ul style="list-style-type: none"> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (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. 	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach</p>	

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<p>Tier 3</p> <p>* 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), Kathy Richardson)</p> <p>* 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.</p>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p>Professional Learning:</p> <p>Bridges training for general education teachers and other relevant staff</p>	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	Results of Progress (End of Year)	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)
<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>School level NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions</p>	<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions"</p>

Goal #2	Reading - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	<p>Spring 2023 - SOL - English Hispanic - Pass 63% (opp. gap 25%) EL - Pass 48% (opp. gap 40%) SWD - Pass 51% (opp. gap 37%) Econ. Disadv - Pass 64% (opp. gap 24%)</p>	Identify if goal is required based on state or federal requirements, or other guidelines	

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3 Year Performance Goal

By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Hispanic - Increase pass rate from 63% to at least 73%, reducing the gap from 25% to 18%
- EL - Increase pass rate from 48% to at least 68%, reducing the gap from 40% to 24%
- SWD - Increase pass rate from 51% to at least 69%, reducing the gap from 37% to 22%
- Econ. Disadv. - Increase pass rate from 64% to at least 74%, reducing the gap from 24% to 18%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 63% to at least a 67%, reducing the gap from 25% to 23% EL - Increase pass rate from 48% to at least a 58%, reducing the gap from 40% to 32% SWD - Increase pass rate from 51% to at least a 60%, reducing the gap from 37% to 30% Econ Disadv. - Increase pass rate from 64% to at least a 68%, reducing the gap from 24% to 22%
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 23% to 20% EL - Increase pass rate from 58% to at least 64%, reducing the gap from 32% to 26% SWD - Increase pass rate from 60% to at least 66%, reducing the gap from 30% to 25% Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 22% to 20%
Annual Performance Goal Year 3 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 70% to at least 73%, reducing the gap from 21% to 18% EL - Increase pass rate from 64% to at least 68%, reducing the gap from 27% to 24% SWD - Increase pass rate from 66% to at least 69%, reducing the gap from 25% to 22% Econ. Disadv. - Increase pass rate from 71% to at least 74%, reducing the gap from 20% to 18%

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-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension	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: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	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,	
Professional Learning Staff will participate in professional learning for Language Studio.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	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- DIBELS Teacher/CLT/Grade- -95% Unit Asessments (K-3) -VGA for taught standards	Teacher/CLT/Grade- -95% Unit Asessments (K-3) -VGA for taught standards	School level- DIBELS Teacher/CLT/Grade- -95% Unit Asessments (K-3) -VGA for taught standards	School level- DIBELS Teacher/CLT/Grade- -95% Unit Asessments (K-3)] -VGA for taught standards

Goal #3	Student Well-Being
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.

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Baseline Data	68% on Spring 2022 YVM	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, at least 78% of Ashlawn students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 72% of Ashlawn students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 75% of Ashlawn students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health		
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 78% of Ashlawn students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12	Sept-June, Ongoing	Admin, All Staff	
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending

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Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	CLTs.
Professional Learning 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Results of Progress (End of Year)	Spring 2024 & 2026 YVM
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)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM

Goal #4	Engaged Workforce		
Strategic Plan Goal Area	Engaged Workforce		
Strategic Plan Performance Objectives	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.		
Baseline Data	35% favorable response on 2022 YVM survey question, "Overall, how well does school-based professional learning meet your needs?"	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, % of staff who respond favorably on the 2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 60% to 70%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, % of staff who respond favorably on the 2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 35% to 50%.		

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Annual Performance Goal Year 2 (2024-25)	By June 2025, % of staff who respond favorably on the 2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 50% to 60%.
Annual Performance Goal Year 3 (2025-26)	By June 2026, % of staff who respond favorably on the 2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 60% to 70%.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Professional Development planned and presented by the Responsive Classroom Committee to meet teacher expressed learning needs and school-wide expectations.	Sept-June	Admin	Principal and AP monitor
Use results from Ashlawn Staff EOY survey and SOL Data to collaboratively plan PL for staff based on identified needs. For example staff expressed a desire for more 'voice' during CLTs, therefore this year time to create the next agenda has been added to the end of each CLT. In addition, our school data showed a need to increase language strategies for EL and SWD. Each CLT has a planned time to focus on School Action Plan items.	Sept-June	Admin	Admin will work collaboratively with the school leadership team to assess data at monthly meetings.
Provide choice in professional learning which allows all staff to feel that their professional background and wealth of knowledge are respected and valued. For example, staff self-selected their committee: SEL: Equity & GCP; Hospitality; Technology	Sept-June	Admin	Admin will review exit tickets to ensure that choices are appropriate and relevant.

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-8- YVM Staff: PL results	Results of Progress (End of Year)	YVM
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)

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	School Based Survey		YVM
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Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.		
Baseline Data	Your Voice Matters (2022) Partnerships: Family Engagement - 87%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement		
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement		
Annual Performance Goal Year 3 (2025-26)	By June 2026, at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

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<p>Action 1 (Welcoming All Families) Review the components in the FACE Checklist, select at least one component/section and identify two-three practices to focus on during the SY23/24. -We will work on strengthening partnerships with families of students in need of additional supports and ensuring all families feel comfortable sharing questions, issues and concerns with staff</p>	Sept- June, ongoing	Admin, All Staff	Principal & AP will monitor through review of planned activities and practices to strengthen partnerships
<p>Action 2 (Communicating Effectively): * Utilize ParentSquare as a tool to support staff engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.</p>	Sept- June, ongoing	Admin, All Staff	Principal & AP will monitor by periodically reviewing staff usage of Parent Square as well as our Weekly Ashlawn Learning Log.
<p>Action 3 (Student Success): We will host at least four parent workshops/information/training sessions that directly support student success, specifically educating families of our English Learners around academic and social-emotional programming, supports available for students and resources for families including language to use to effectively communicate needs</p>	Sept- June, ongoing	Admin, Bilingual Family Specialist, EL Lead Teacher	Principal & AP will monitor through review of planned activities and practices to strengthen partnerships

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	YVM
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)
Exit Tickets during parent engagement events	School Survey (January)	Exit Tickets during parent engagement events	