

Carlin Springs - School Action Plan - 2023-24 to 2025-26
Principal: Carmen Delacruz

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		Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>"By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students-Increase the pass rate from 39% to at least 51%</p> <p>Asian-Increase the pass rate from. 47% to at least 67%</p> <p>Black-Increase the pass rate from 31% to at least 63%, reducing the current gap from 8% to 3%</p> <p>Hispanic -Increase the pass rate from 35% to at least 64%, reducing the current gap from 4% to 1%</p> <p>Multiple-Increase the pass rate from 63% to at least 65%</p> <p>White- Increase the pass rate from % to at least %, reducing the current gap from % to %</p> <p>EL -Increase the pass rate for EL from 31% to at least 64%, reducing the current gap from 7% to 2%</p> <p>SWD -Increase the pass rate for SWD from 20% to at least 60%,reducing the current gap from 19% to 6%</p> <p>ED -Increase the pass rate for ED from 38% to at least 65%"</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students-Increase the pass rate from 39% to at least 51%</p> <p>Asian-Increase the pass rate from. 47% to at least 57%</p> <p>Black-Increase the pass rate from 31% to at least 46%, reducing the current gap from 8% to 5%</p> <p>Hispanic -Increase the pass rate from 35% to at least 49%, reducing the current gap from 4% to 3%</p> <p>Multiple-Increase the pass rate from 63% to at least 66%, reducing the current gap from % to %</p> <p>White- Increase the pass rate from % to at least %, reducing the current gap from % to %</p> <p>EL -Increase the pass rate for EL from 31% to at least 47%, reducing the current gap from 7% to 4%</p> <p>SWD -Increase the pass rate for SWD from 20% to at least 40%,reducing the current gap from 19% to 11%</p> <p>ED -Increase the pass rate for ED from 38% to at least 51%,</p>		

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<p align="center">Annual Performance Goal Year 2 (2024-25)</p>	<p>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase the pass rate from 51% to at least 60%</p> <p>Asian -Increase the pass rate for from 57% to at least 64%, Black -Increase the pass rate from 46% to at least 56%, reducing the current gap from 5% to 3% Hispanic-Increase the pass rate from 49% to at least 58%, Multiple Races-Increase the pass rate from 66% to at least 70%, reducing the current gap from % to % White - Increase the pass rate from % to at least %, reducing the current gap from % to % EL -Increase the pass rate from 47% to at least 57%, reducing the current gap from 4% to 3% SWD-Increase the pass rate from 40% to at least 52%, reducing the current gap from 11% to 8% ED -Increase the pass rate from 51% to at least 59%,</p>					
<p align="center">Annual Performance Goal Year 3 (2025-26)</p>	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students: Increase the pass for All Students from 60% to 66%</p> <p>-Increase the pass rate for Asian from 64% to at least a 67%, reducing the current gap by 2% -Increase the pass rate for Black from 56% to at least a 63%, reducing the gap from 4% to 3% -Increase the pass rate for Hispanic from 58% to at least a 64%, reducing the current gap by 6% -Increase the pass rate for Multiple Races from 70% to at least a 73%, reducing the current gap by 4% -Increase the pass rate for EL from 57% to at least a 64%, reducing the current gap by 7% -Increase the pass rate for SWD from 52% to at least a 60%, reducing the current gap by 8% to 6% -Increase the pass rate for ED from 59% to at least a 65%</p>					
Strategic Plan Strategies						
<p>Strategic Plan Strategies- PRIMARY</p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>					
<p>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>					
Action Steps						
<p>Action Steps</p>	<p align="center">TITLE I SCHOOLWIDE COMPONENT (1-4)</p>	<p align="center"><u>ESSA EVIDENCE TIER (1-4)</u></p>	<p align="center">Timeline</p>	<p align="center">Responsible & Accountable</p>	<p align="center">Monitoring for Implementation</p>	

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<p>Tier 1 * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * 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>	1	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Classroom teachers will implement the Mathematics curriculum utilizing county provided curriculum and curricular resources. EL and SWD teachers will collaborate with classroom teachers to support EL and SWD students in accessing content. Math Coaches will coordinate quarterly planning meetings with CLT teams. Math coaches will facilitate collaboration amongst classroom teachers, EL teachers, SPED teachers during regularly scheduled CLTs.	
<p>Tier 2 *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>	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers will implement math workshop structures. EL and SWD Teachers will collaborate with classroom teachers and meet with targeted small groups. Math coaches will support teachers in initiating and implementing the components of math workshop. Math Coaches will collaborate with teachers in forming flexible, targetted small groups during tier 1 math block.	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>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), Kathy Richardson) * 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>	3	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Teachers, interventionist, academic support teachers and SWD/EL teachers will meet with small groups 2-5x/week using researched-based interventions.	
		3 ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Teachers, interventionist, academic support teachers and SWD/EL teachers will meet one-on-one or in very small groups 4-5x/week using researched-based interventions.	Principal & AP will support math coahes during CLTs and in identifying teachers for coaching cycles

Progress Monitoring

<p>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</p>	M-SS-3- Math SOLs	<p>Results of Progress (End of Year)</p>	Math SOL
<p>Evidence of Progress toward Annual Goal (MP1)</p>	<p>Evidence of Progress toward Annual Goal (MP2)</p>	<p>Evidence of Progress toward Annual Goal (MP3)</p>	<p>Evidence of Progress toward Annual Goal (MP4)</p>

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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 - 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 - Preliminary - Reading SOL All students (38%) Black (47%) Hispanic (32%) EL (26%) SWD (9%) ED (31%)	Identify if goal is required based on state or federal requirements, or other guidelines	
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: All Students - Increase pass rate from 38% to at least 65% Asian - Increase pass rate from 42% to at least 65% Black - Increase pass rate from 47% to at least 67%, Hispanic - Increase pass rate from 32% to at least 64%, reducing the gap from 6% to 2% Multiple Races - Increase pass rate from 57% to at least 71% White - Increase pass rate from 82% to at least 84% EL -Increase pass rate from 26% to at least 62%, reducing the gap from 12% to 4% SWD - Increase pass rate from 18% to at least 60%, reducing the gap from 20% to 6% Econ. Disadv. - Increase pass rate from 31% to at least 63%, reducing the gap from 7% to 2%			
Annual Performance Goals			

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<p align="center">Annual Performance Goal Year 1 (2023-24)</p>	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase pass rate from 38% to at least 51%</p> <p>Asian - Increase pass rate from 42% to at least 53%</p> <p>Black - Increase pass rate from 47% to at least 57%,</p> <p>Hispanic - Increase pass rate from 32% to at least 47%, reducing the gap from 6% to 4%</p> <p>Multiple Races - Increase pass rate from 57% to at least 64%</p> <p>White - Increase pass rate from 82% to at least 84%, reducing the gap from % to %</p> <p>EL - Increase pass rate from 26% to at least 43%, reducing the gap from 12% to 7%</p> <p>SWD - Increase pass rate from 18% to at least 39%, reducing the gap from 20% to 12%</p> <p>Econ. Disadv. - Increase pass rate from 31% to at least 46%, reducing the gap from 7% to 4%</p>				
<p align="center">Annual Performance Goal Year 2 (2024-25)</p>	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase pass rate from 51% to at least 59%</p> <p>Asian - Increase pass rate from 53% to at least 61%,</p> <p>Black - Increase pass rate from 57% to at least 64%,</p> <p>Hispanic - Increase pass rate from 47% to at least 57%, reducing the gap from 4% to 3%</p> <p>Multiple Races - Increase pass rate from 64% to at least 67%</p> <p>White - Increase pass rate from 84% to at least 85 %</p> <p>EL - Increase pass rate from 43% to at least 54%, reducing the gap from 8% to 5%</p> <p>SWD - Increase pass rate from 39% to at least 51%, reducing the gap from 12% to 8%</p> <p>Econ. Disadv. - Increase pass rate from 46% to at least 56%, reducing the gap from 5% to 3%</p>				
<p align="center">Annual Performance Goal Year 3 (2025-26)</p>	<p>READING SOL</p> <p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase pass rate from 59% to at least 65%</p> <p>-Increase the pass rate for Asian from 61% to at least a 65%</p> <p>-Increase the pass rate for Black from 64% to at least a 67%</p> <p>-Increase the pass rate for Hispanic from 57% to at least a 64%</p> <p>-Increase the pass rate for Multiple Races from 67% to at least a 71%</p> <p>-Increase the pass rate for EL from 54% to at least a 62%, reducing the current gap from 5% to 4%</p> <p>-Increase the pass rate for SWD from 51% to at least a 60%, reducing the current gap from 8% to 6%</p> <p>-Increase the pass rate for ED from 56% to at least a 63%, reducing the current gap to 3% to 2%</p>				
Strategic Plan Strategies					
<p>Strategic Plan Strategies- PRIMARY</p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>				
<p>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</p>					
Action Steps					
<p>Action Steps</p>	<p>TITLE I SCHOOLWIDE COMPONENT (1-4)</p>	<p><u>ESSA EVIDENCE TIER (1-4)</u></p>	<p>Timeline</p>	<p>Responsible & Accountable</p>	<p>Monitoring for Implementation</p>

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<p>Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension *Practice in decodable text *Utilize data from CKLA, Foundations Unit Assessments, and APS Quarterly Aseessments to drive instruction</p>	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers will implement CKLA; EL teachers will implement language studio; SPED teachers will support SWD in accessing CKLA; Coaches will support teachers in implementation	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
<p>Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 * Support EL learners in CKLA using Language Studio</p>	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Coaches will model and coach teachers in implementation of decodable text; teachers will implement decodable text in their classrooms	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
<p>Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice</p>	2	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Coaches and teachers will participate in data conversations in CLTs to adjust and plan instruction	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
<p>Professional Learning *Build teacher capacity through coaching to support implementation of instructional practices and data analysis; Administration and K-5 staff will engage in professional development on instructional supports for ELs (i.e. content and language objectives; explicit opportunity to support the 4 language domains)</p>	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Coaches lead/support CLTs and coach teachers; Assistant principal and principal will attend CLTs complete walk throughs and observations; Coaches will lead quarterly planning with each team	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's

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)
<p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"</p>	<p>School level DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards</p>

Goal #3	Science SOL
Strategic Plan Goal Area	Student Success
Strategic Plan Performance Objectives	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.

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Baseline Data	Spring 2023 Preliminary All Students 34% Asian 44% Black 57% Hispanic 28% Multiple Races 33% White 67% EL 23% SWD 0% ED 34%	Identify if goal is required based on state or federal requirements, or other guidelines	
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3 Year Performance Goal

SCIENCE GOAL - By 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Increase pass rate for All Students from 34% to 64%
- Increase pass rate for Asian from 44% to 66%
- Increase pass rate for Black from 57% to 71%
- Increase pass rate for Hispanic from 28% to 62%
- Increase pass rate for Multiple Races from 33% to 64%
- Increase pass rate for White from 67% to 76%
- Increase pass rate for EL from 23% to 61%
- Increase pass rate for SWD from 0% to 56%
- Increase pass rate for ED from 34% to 64%**

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students: Increase the pass for All Students from 33% to 48% -Increase the pass rate for Black from 57% to at least a 65% -Increase the pass rate for Hispanic from 27% to at least a 44%, reducing the current gap by 6% to 4% -Increase the pass rate for Multiple Races from. 33% to at least a 48% -Increase the pass rate for Asian from. 44% to at least a 55%, reducing the current gap by 2% -Increase the pass rate for EL from 22% to at least a 41%, reducing the current gap by from 11% to 6% -Increase the pass rate for SWD from 0% to at least a 30%, reducing the current gap from 33% to 18% -Increase the pass rate for ED from 33%% to at least a 48%
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Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students: Increase the pass for All Students from 48% to 57% - -Increase the pass rate for Asian from. 55% to at least a 62%, reducing the current gap by 2% Increase the pass rate for Black from 64% to at least a 67% -Increase the pass rate for Hispanic from 44% to at least a 55%, reducing the current gap by 6 to 2 -Increase the pass rate for Multiple Races from. 48% to at least a 57% -Increase the pass rate for EL from 41% to at least a 53%, reducing the current gap by from 7% to 4% -Increase the pass rate for SWD from 30 %to at least a 4% , reducing the current gap from 18% to 11% -Increase the pass rate for ED from 48%% to at least a 57%
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Annual Performance Goal Year 3 (2025-26)	By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
	<p>All Students: Increase the pass for All Students from 57% to 64%</p> <p>-Increase the pass rate for Asian from. 62% to at least a 66%, Increase the pass rate for Black from 67%to at least a 71% -Increase the pass rate for Hispanic from 55% to at least a 62%, reducing the current gap by 6 to 2 -Increase the pass rate for Multiple Races from. 57% to at least a 64% -Increase the pass rate for EL from 53% to at least a 61%, reducing the current gap by from 7% to 4% -Increase the pass rate for SWD from 46 %to at least a 56%, reducing the current gap from 11% to 8% -Increase the pass rate for ED from 57%% to at least a 64%</p>

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) -	

Action Steps

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Daily tier 1 instruction in Science using the research based StemScopes science learning materials; Implement high quality, differentiated science instruction. Spiraling of Science curriculum K-5. Replenishments for Science Kits, Substitute Teachers	2	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Classroom teachers, EL teachers, SPED teachers, STEAM teacher, Assistants	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Gr. 4 & 5 CLT's will review administer assessments (pre, post, unit) in Mastery Connect, identify SOL strands in need of reteaching and identify students in need of Tier 2/3 interventions. Disaggregate results to identify trends within subgroups.	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
1.0 STEAM specials teacher will work collaboratively with grade 5 teachers to plan and deliver small group intervention and enrichment within the school day for Science, and as operations allow outside of school hour	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
School administrators and Gr. 4 & 5 Science teachers collaborate with Central Office Science Specialist quarterly to engage in data digs and create responsive instructional plans for essential Science standards	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Daily tier 1 instruction in Science using the research based StemScopes science learning materials; Implement high quality, differentiated science instruction. Spiraling of Science curriculum K-5. Replenishments for Science Kits, Substitute Teachers	2	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.

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Gr. 4 & 5 CLT's will review administer assessments (pre, post, unit) in Mastery Connect, identify SOL strands in need of reteaching and identify students in need of Tier 2/3 interventions. Disaggregate results to identify trends within subgroups.	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
1.0 STEAM specials teacher will work collaboratively with grade 5 teachers to plan and deliver small group intervention and enrichment within the school day for Science, and as operations allow outside of school hour	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Quarterly instructional planning with District Level Science Specialist; embedded support for Professional Development with grades 4-5.	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Daily tier 1 instruction in Science using the research based StemScopes science learning materials; Implement high quality, differentiated science instruction. Spiraling of Science curriculum K-5. Replenishments for Science Kits	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Develop Gr. 4 & 5 CLT for Science. Responsibilities to review administer assessments (pre, post, unit) in Mastery Connect, identify SOL strands in need of reteaching and identify students in need of Tier 2/3 interventions for a few days each unit. Disaggregate results to identify trends within subgroups.	2	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	4th and 5th science teachers, SPED teachers, EL teachers, assistants, science lead, data coach	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
1.0 STEAM specials teacher will work collaboratively with grade 4 and 5 teachers to plan and deliver small group intervention and enrichment within the school day for Science, and as operations allow outside of school hour	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	4th and 5th science teachers, SPED teachers, EL teachers, assistants, STEAM teacher, science lead, data coach	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Quarterly instructional planning with District Level Science Specialist; embedded support for Professional Development with grades 4-5.	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Grade level science teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
School administrators and Gr. 4 & 5 Science teachers collaborate with Central Office Science Specialist quarterly to engage in data digs and create responsive instructional plans for essential Science standards	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Grade level science teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Administration will participate in collaborative planning with Science CLT's to ensure and support alignment of their work with expectations	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Grade level science teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.

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Create structured opportunities for Science CLT's co-plan with EL, SPED, and RTG to develop lessons that differentiate instruction to meet and appropriately challenge all students	2	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Grade level science teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Create a framework for Science CLT's that guides development of instructional plans that are differentiated for the range of learners and includes scaffolds and tiered supports based on possible misconceptions, potential gaps and cultural assumptions in prior learning	1	ESSA Tier 2: Moderate Evidence	Sept-June, ongoing	Grade level science teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Work collaboratively with Elementary Science Specialist to develop and implement professional learning for staff on lesson development that explicitly address the VDOE K-5 Science curriculum framework for both content and cognition and using formative data to inform and adjust instruction for individual students	4	ESSA Tier 3: Promising Evidence	Sept-June, ongoing	Grade level science teachers, SPED teachers, EL teachers, science lead, district science specialist, administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Communicate expectation that written standards, objectives and anchor charts are written in a visible location in the classroom and accessible to students throughout the lesson	2	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	grade level science teachers, SPED teachers, EL teachers	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Institute quarterly instructional walkthroughs K-5 in Science to monitor implementation and alignment of the written and taught Science curriculum	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Administration	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Identify teachers who are interested in participating in self or peer observation and develop schedule with opportunities for staff to sign up	3	ESSA Tier 4: Demonstrates a Rationale	Sept-June, ongoing	Science lead, administration, teachers	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-4- Science SOLs	Results of Progress (End of Year)	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)

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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	2022 - YVM -Staff Engagement- 47% favorable response -Climate- 42% favorable response	Identify if goal is required based on state or federal requirements, or other guidelines			
3 Year Performance Goal					
By June 2026, 75% of staff will respond favorably to Your Voice Matter survey categories: Staff Engagement & Workplace Climate					
Annual Performance Goals					
Annual Performance Goal Year 1 (2023-24)	By June 2024, 56% of staff will respond favorably to Your Voice Matter survey: Staff Engagement & Workplace Climate				
Annual Performance Goal Year 2 (2024-25)	By June 2025, 65% of staff will respond favorably to Your Voice Matter survey: Staff Engagement & Workplace Climate				
Annual Performance Goal Year 3 (2025-26)	By June 2026, 75% of staff will respond favorably to Your Voice Matter survey: Staff Engagement & Workplace Climate				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-EW-1-Recruit, retain, and advance high-quality employees.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-5-Establish intentional and focused recruitment and retention efforts to bolster a diverse workforce.				
Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Assign mentors to all teachers who are new to the profession for one year. Assign mentor to experienced teachers who are new to APS for one semester. Establish monthly meetings after school with new staff to cover topics of upcoming tasks and events related to their professional responsibilities.	1,4	ESSA Tier 4: Demonstrates a Rationale	Aug-Sept	Admin, New Teachers	Principal and AP will monitor Mentor/Mentee relationships, and goals and by reviewing the monthly meeting schedule during weekly administrator team meetings.
Weekly Staff Newsletter acknowledging staff birthdays, upcoming events, staff kudo sand major news from the district.	1,4	ESSA Tier 4: Demonstrates a Rationale	Sept-June	Admin, New Teachers	Principal will monitor by ensuring weekly newsletter is completed
Survey staff to identify PL needs and implement needs based PL based on staff feedback and school-wide needs	1	ESSA Tier 2: Moderate Evidence	Sept-June	Admin and Academic Coaches	Principal and AP will monitor by ensuring staff survey is administered and data is used to inform decisions around PL. Review of PL plans
Establish the "Marigold Effect" project where staff members recognize their peers by writing a note of recognition who continuously 'brighten their day' and offer support.	1	ESSA Tier 2: Moderate Evidence	Sept-June	Admin, All staff	Principal and AP will monitor by monthly review of recognitions

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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-4- YVM Staff: Climate 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)
		Mid-year staff survey	YVM

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	Overall - 89% favorable response on Spring 2022 YVM Survey (67 responses)	Identify if goal is required based on state or federal requirements, or other guidelines	Required for Title 1 Schools		
3 Year Performance Goal					
"By 2026, at least 90% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.					
Annual Performance Goals					
Annual Performance Goal Year 1 (2023-24)	By June 2024, at least 90% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of Partnerships: Family Engagement.				
Annual Performance Goal Year 2 (2024-25)	By June 2025, at least 92% of Carlin Springs families will respond favorably on a school based survey in the area of Partnerships: Family Engagement.				
Annual Performance Goal Year 3 (2025-26)	By 2026, at least 90% of Carlin Springs families will respond favorably on the Your Voice Matters Survey in the area of 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) -	S-P-2-Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.				
Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation

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<p>Action 1 (Supporting Student Success) * Under the FACE Checklist we will be SUPPORTING STUDENT SUCCESS by hosting interactive workshops for families about the American school system and key avenues to engage in their child's school/educational setting. * Host at least four parent workshops/information/training sessions that directly support student success (i.e., sessions that support academic achievement in the priority areas listed in the school action plan.)</p>	4	ESSA Tier 4: Demonstrates a Rationale	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal & AP will monitor through monthly meetings with FACE Action Team Coordinator and through participation in planned events
<p>Action 2 (Welcoming All Families): *Title I: Increase accessibility and reduce barriers to engagement utilizing strategies and resources, such as: -integrated meals, child care, and transportation; -multilingual engagement, including translation, varied language of engagement, and/or interpretation; and -flexible scheduling of opportunities to engage (for example synchronous and asynchronous, virtual and in person, and/or varying time of day)"</p>	1,4	ESSA Tier 4: Demonstrates a Rationale	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal & AP will monitor through monthly meetings with FACE Action Team Coordinator and Bilingual Family Liaisons and through participation in planned events
<p>Action 3 (Communicating Effectively): * Utilize ParentSquare as a tool to support staff to 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. Note: FACE will provide a sample plan by July 24th."</p>	1	ESSA Tier 3: Promising Evidence	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal and AP will monitor through periodic review of ParentSquare
<p>Action 4: (Communicating Effectively): **Title I: Reinforce the foundations of School-Family partnership by • collaboratively reviewing our School-Family Partnership Principles with SY23-24 families, adjusting as necessary to ensure our work throughout the year is grounded in shared understanding • collecting input from our SY23-24 community of families about needs, preferences, and priorities to inform the design of family events and opportunities to engage throughout the year • publishing opportunities to engage throughout the year in a timely way enabling participants to plan for availability (school calendar, etc.) • designing opportunities for timely information sharing, input and collaboration in articulating school priorities, two-way communication about child's learning and learning opportunities, home-based strategies for student success that center the student experience and coordination with in-school learning, and connection to resources."</p>	2	ESSA Tier 2: Moderate Evidence	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	School Leadership Team School FACE Action Team Community School Coordinator Bilingual Family Specialists	Principal & AP will monitor through monthly meetings with FACE Action Team Coordinator and Bilingual Family Liaisons and through participation in planned events
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)		

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<p>Title I School-Family Partnership Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.</p>	<p>Title I School-Family Partnership Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.</p>	<p>Title I School-Family Partnership Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.</p>	<p>YVM</p>
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