

Discovery - School Action Plan - 2023-24 - 2025-26
Principal: Erin Healy

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 Black - 33% Hispanic- 75% EL- 71% SWD- 46% Econ. Disadv-50%"	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 Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 57% to at least a 64%, reducing the gap from 34% to 28% EL - Increase pass rate from 80% to at least a 82%, reducing the gap from 11% to 10% SWD - Increase pass rate from 66% to at least a 70%, reducing the gap from 25% to 23% Econ Disadv. - Increase pass rate from 68% to at least a 71%, reducing the gap from 23% 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: Black - Increase pass rate from 33% to at least 48%, reducing the gap from 56% to 43% EL - Increase pass rate from 71% to at least 74%, reducing the gap from 17% to 15% SWD - Increase pass rate from 46% to at least 56%, reducing the gap from 42% to 33% Econ. Disadv. - Increase pass rate from 50% to at least 59%, reducing the gap from 38% to 30%		
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: Black - Increase pass rate from 48% to at least 57%, reducing the gap from 42% to 34% EL - Increase pass rate from 74% to at least 77%, reducing the gap from 15% to 12% SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 33% to 27% Econ. Disadv. - Increase pass rate from 59% to at least 65%, reducing the gap from 30% to 25%		
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: Black - Increase pass rate from 57% to at least a 64%, reducing the gap from 34% to 28% EL - Increase pass rate from 77% to at least a 79%, reducing the gap from 13% to 12% SWD - Increase pass rate from 63% to at least a 67%, reducing the gap from 27% to 25% Econ Disadv. - Increase pass rate from 65% to at least a 69%, reducing the gap from 25% to 23%		
Strategic Plan Strategies			

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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
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 where ever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each until. 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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - 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 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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning: Teachers participate in math workshop training. Teachers complete Bridges Intervention training.	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach,	Principal & APs will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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

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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)
School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"

Goal #2		Reading - Opportunity Gaps - SOL	
Strategic Plan Goal Area	Student 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 Black - 50% pass rate Hispanic- 100% pass rate EL- 60% SWD- 54% Econ. Disadv- 60%	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: Black - Increase pass rate from 50% to at least 69%, reducing the gap from 40% to 24% EL - Increase pass rate from 68% to at least 71%, reducing the gap from 30% to 22% SWD - Increase pass rate from 54% to at least 69%, reducing the gap from 36% to 24% Econ. Disadv. - Increase pass rate from 60% to at least 71%, reducing the gap from 30% to 22%			
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: Black - Increase pass rate from 50 % to at least 59%, reducing the gap from 40% to 32% EL - Increase pass rate from 60% to at least 64%, reducing the gap from 30% to 27% SWD - Increase pass rate from 54% to at least 62%, reducing the gap from 36% to 29% Econ. Disadv. - Increase pass rate from 60% to at least 64%, reducing the gap from 30% to 27%		

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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: Black - Increase pass rate from 59% to at least 65 %, reducing the gap from 34% to 29% EL - Increase pass rate from 64% to at least 68%, reducing the gap from 27% to 24% SWD - Increase pass rate from 62% to at least 65%, reducing the gap from 29% to 26% Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 27% to 24%		
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: Black - Increase pass rate from 65% to at least 69%, reducing the gap from 27% to 24% EL - Increase pass rate from 68% to at least 71%, reducing the gap from 24% to 22% SWD - Increase pass rate from 65% to at least 69%, reducing the gap from 27% to 24% Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 24% to 22%		
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	Timeline	Responsible & Accountable	Monitoring for Implementation
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 Build teacher capacity to include total participation techniques in order to increase student engagement, participation, and reponses.	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)

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School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	School level- DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards"	School level DIBELS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect] -VGA for taught standards
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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.		
Baseline Data	Spring 2023 -45% of students responded "Almost Never" to the question "How often do you feel so stressed or overwhelmed that you can not participate in regular activities?" -65% of students answered "Yes" to "Is there at least one adult in your school who checks in with you about how things are going at school?"	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, -% of students who answer "Almost Never" to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" on YVM will increase from 45% to 80%. --% of students who answer "Yes" to the question, "Is there at least one adult in your school who checks in with you about how things are going at school?" on YVM will increase from 65% to 85%.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, -% of students who answer "Almost Never" to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" on YVM will increase from 45% to 66%. --% of students who answer "Yes" to the question, "Is there at least one adult in your school who checks in with you about how things are going at school?" on YVM will increase from 65% to 75%.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, -% of students who answer "Almost Never" to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" on YVM will increase from 66% to 75%. --% of students who answer "Yes" to the question, "Is there at least one adult in your school who checks in with you about how things are going at school?" on YVM will increase from 75% to 80%.		

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Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, -% of students who answer "Almost Never" to the question, "How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities?" on YVM will increase from 75% to 80%.</p> <p>--% of students who answer "Yes" to the question, "Is there at least one adult in your school who checks in with you about how things are going at school?" on YVM will increase from 80% to 85%.</p>		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SS-4-Address unconscious racial bias by implementing implicit bias training throughout APS.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * 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	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> * 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	
<p>Tier 3</p> <ul style="list-style-type: none"> * 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	
<p>Professional Learning</p> <p>1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings</p> <p>2) Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)</p>	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

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Goal #4	Engaged Workforce		
Strategic Plan Goal Area	Engaged Workforce		
Strategic Plan Performance Objectives	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.		
Baseline Data	39% of staff responded "Extremely or Quite relevant" on the question, "How relevant are the school-based professional learning opportunities to your work? 33% of staff responded favorably to "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			
<p>By 2026, -% of staff who respond, "Extremely or Quite relevant" on the question, "How relevant are the school-based professional learning opportunities to your work?" will increase from 59% to 70%</p> <p>-% of staff who respond, "How well does school-based professional learning meet your needs?" will increase from 53% to 63%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, -% of staff who respond, "Extremely or Quite relevant" on the question, "How relevant are the school-based professional learning opportunities to your work?" will increase from 39% to 49%</p> <p>-% of staff who respond, "How well does school-based professional learning meet your needs?" will increase from 33% to 43%</p>		
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, -% of staff who respond, "Extremely or Quite relevant" on the question, "How relevant are the school-based professional learning opportunities to your work?" will increase from 49% to 59%</p> <p>-% of staff who respond, "How well does school-based professional learning meet your needs?" will increase from 43% to 53%</p>		
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, -% of staff who respond, "Extremely or Quite relevant" on the question, "How relevant are the school-based professional learning opportunities to your work?" will increase from 59% to 70%</p> <p>-% of staff who respond, "How well does school-based professional learning meet your needs?" will increase from 53% to 63%</p>		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-EW-3-Grow and develop current and future high-quality leader/managers.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

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Action 1. Provide Choice in Professional Learning format	Sept-June, Ongoing	Admin Team	Principal will work with school leadership team to ensure staff have choice in school-based PL.
Action 2. Focus Professional Learning on Responsive Classroom	Sept-June, Ongoing	Admin Team	Principal will ensure school-based PL on responsive classroom is offered and review attendance sheets to monitor participation.

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-6- YVM Staff: Engagement 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)
Staff Meeting Exit Tickets	Staff Meeting Exit Tickets	Staff Meeting Exit Tickets	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	39% of families responded "quite well" when asked "how well do teachers and staff at your child's school communicate with you?"	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, 75% of families will respond "quite well" when asked "how well do teachers and staff at your child's school communicate with you?"			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, 49% of families will respond "quite well" when asked "how well do teachers and staff at your child's school communicate with you?"		
Annual Performance Goal Year 2 (2024-25)	By June 2025, By June 2024, 59% of families will respond "quite well" when asked "how well do teachers and staff at your child's school communicate with you?"		

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Annual Performance Goal Year 3 (2025-26)	By June 2026, 75% of families will respond "quite well" when asked "how well do teachers and staff at your child's school communicate with you?"		
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
Action 1 (Welcoming All Families) * Under the FACE Checklist we will focus on Welcoming All Families, specifically, "there is a process to welcome new families to the school" and "teachers or counselors make regular personal contact with families"	Sept- June, ongoing	Registrar/Admin Team/Mental Health Team/Military Family Liason	Principal & AP will monitor implementation through check-ins with Mental Health/Front Office staff to ensure implementation of agreed upon processes
Action 2 (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.	Sept- June, ongoing	All Staff	Principal & AP will periodically review (monthly) staff use of ParentSquare
Action 3 (Student Success): * Host at least four parent workshops/information/training sessions that directly support student success, specifically Responsive Classroom	Sept- June, ongoing	Admin Team	Principal & AP will ensure four parent workshops occur
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 at Family Events	Exit Tickets at Family Events	Exit Tickets at Family Events	YVM