

MPSA - School Action Plan - 2023-24 to 2025-26
Principal: Cathy Genove

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 - MATH SOL Asian 82% (10% gap) Black 85% (7% gap) Hispanic 94% EL 79% (12% gap) SWD 76% (15% gap) Econ. Disadv 83% (9% gap)	Identify if goal is required based on state or federal requirements, or other guidelines	
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: Black - Increase pass rate from 85% to at least 89% , reducing the gap from 7% to 5% Asian - Increase pass rate from 82% to at least 87%, reducing the gap from 10% to 7% EL - Increase pass rate from 79% to at least 85%, reducing the gap from 12% to 9% SWD - Increase pass rate from 76% to at least 82%, reducing the gap from 15% to 11% Econ. Disadv. - Increase pass rate from 83% to at least 88%, reducing the gap from 9% to 6%			
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 82% to at least 85% reducing the gap from 6% to 5% Asian - Increase pass rate from 82% to at least 84%, reducing the gap from 10% to 9% EL - Increase pass rate from 79% to at least 85%, reducing the gap from 12% to 7% SWD - Increase pass rate from 76% to at least 83%, reducing the gap from 15% to 14% Econ. Disadv. - Increase pass rate from 83% to at least 85%, reducing the gap from 9% to 8%		
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 87 % to at least 88 %, reducing the gap from 6% to 5 % Asian - Increase pass rate from 84% to at least 86%, reducing the gap from 9% to 8% EL - Increase pass rate from 81% to at least 83%, reducing the gap from 11% to 10% SWD - Increase pass rate from 78% to at least 80%, reducing the gap from 14% to 13% Econ. Disadv. - Increase pass rate from 85% to at least 87%, reducing the gap from 8% to 7%		

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

Principal: Cathy Genove

**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 88 % to at least a 89 %, reducing the gap from 6 % to 5%
- Asian - Increase pass rate from 86% to at least a 87%, reducing the gap from 8% to 7%
- EL - Increase pass rate from 83% to at least a 85%, reducing the gap from 10% to 9%
- SWD - Increase pass rate from 80% to at least a 82%, reducing the gap from 13% to 11%
- Econ Disadv. - Increase pass rate from 87% to at least a 88%, reducing the gap from 7% to 6%

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 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	
<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. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 3</p> <ul style="list-style-type: none"> * 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	

MPSA - School Action Plan - 2023-24 to 2025-26
Principal: Cathy Genove

Professional Learning: -ELL Teachers and Sped Teachers will receive Bridges Training by math coach to support students needs in mathematics. -All teachers will receive PD on all CrossWalks Math Standards starting this school year 22-23. -Grade Level Teams will learn how to create formative assessments in Mastery Connect to monitor student progress and utilize the use of the various reports in Mastery Connect to monitor student achievement and needs.	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles
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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	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)
M-SS-3- Math SOLs			
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 - READING SOL Black - 69% Hispanic - 82% EL - 63% SWD - 74% Econ. Disadv. -76%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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

Principal: Cathy Genove

READING SOL

By 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 69% to at least 78%, reducing the gap from 20% to 14%
- Hispanic - Increase pass rate from 82% to at least 87%, reducing the gap from 7% to 4%
- EL - Increase pass rate from 63% to at least 73%, reducing the gap from 26% to 19%
- SWD - Increase pass rate from 74% to at least 81%, reducing the gap from 15% to 11%
- Econ. Disadv. - Increase pass rate from 76% to at least 82%, reducing the gap from 13% to 10%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 69% to at least 72%, reducing the gap from 20% to 17% Hispanic - Increase pass rate from 82% to at least 84%, reducing the gap from 7% to 5% EL - Increase pass rate from 63% to at least 67%, reducing the gap from 26% to 23% SWD - Increase pass rate from 74% to at least 77%, reducing the gap from 15% to 13% Econ. Disadv. - Increase pass rate from 76% to at least 78%, reducing the gap from 13% to 11%
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 72% to at least 75%, reducing the gap from 18% to 16% Hispanic - Increase pass rate from 84% to at least 86%, reducing the gap from 6% to 5% EL - Increase pass rate from 67% to at least 70%, reducing the gap from 23% to 20% SWD - Increase pass rate from 77% to at least 79%, reducing the gap from 13% to 11% Econ. Disadv. - Increase pass rate from 78% to at least 80%, reducing the gap from 12% to 10%
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 75% to at least 78%, reducing the gap from 16% to 14% Hispanic - Increase pass rate from 86% to at least 87%, reducing the gap from 5% to 4% EL - Increase pass rate from 70% to at least 73%, reducing the gap from 21% to 19% SWD - Increase pass rate from 79% to at least 81%, reducing the gap from 12% to 11% Econ. Disadv. - Increase pass rate from 80% to at least 82%, reducing the gap from 11% to 10%

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

Principal: Cathy Genove

<p>Tier 1:</p> <ul style="list-style-type: none"> * Implement ELA curriculum using WASECA Montessori phonics implementation in all Primary and LEM classrooms and APS curriculum resources as appropriate *Provide opportunities for EL and SpEd teachers to collaborate with Literacy Specialist or grade-level CLT where ever they are supporting students. *Use of decodable texts such as: Primary Phonics, Flyleaf *LEXIA usage for all students PreK-5 	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	<p>Principal & APs with support from ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p> <p>Data will be presented weekly using the Master Data umbrella and VGA dashboard when appropriate.</p> <p>Principal & APs with support with ATSS, ELA, 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 Phonics intervention with reading specialists based on data from DIBELS, PALS, ATSS and prior year SOL). *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas from VGA dashboard/DIBELS diagnostic assessments, to address students still scoring below benchmark. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives/CORE 95 phonics, anchor charts for key vocabulary, frontloading vocabulary, etc.) to aid comprehension. *LEXIA reccommeded usage for structured literacy at student's level. *Practice in decodable text for grades 4-5 	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	
<p>Tier 3:</p> <ul style="list-style-type: none"> * Intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented (e.g., Orton Gillingham). * Progress monitoring every 6-8 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions. * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * LEXIA Lab and Tutoring before/after school 	<p>Sept-June, ongoing</p>	<p>Admin, All Teachers, Reading Specialist,</p>	
<p>Professional Learning</p> <ul style="list-style-type: none"> *After school professional development in LEXIA (twice) *VGA Dashboard training *Mastery Connect 			

Progress Monitoring

<p>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</p>	<p>M-SS-1- Reading SOLs</p>	<p>Results of Progress (End of Year)</p>	<p>Reading SOL</p>
<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>

MPSA - School Action Plan - 2023-24 to 2025-26
Principal: Cathy Genove

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	On the 2022 YVM Survey - 54% favorable response. 2023 Panorma Spring Survey: Self-Management - 73% favorable, Social Awarenesss 66% favorable, Self-Efficacy 64% favorable	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, On the YVM survey, at least 75% of MPSA students will respond favorably on the survey category student social, emotional, and mental health.			
On the 2022 YVM Survey, 54% of MPSA students responded favorably on the survey category student social, emotional, and mental health.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	On the 2024 YVM Survey, at least 70% of MPSA students will respond favorably on the survey category student social, emotional, and mental health.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, the goal is to increase student well being by 5% over two years measured on the YVM survey. The goal will be monitored using Panorama Survey data as well as school surveys.		
Annual Performance Goal Year 3 (2025-26)	By June 2026, On the 2026 YVM Survey, at least 75% of MPSA students will respond favorably on the survey category student, 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) -			

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

Principal: Cathy Genove

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	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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	
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	
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 traning, 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	

Goal #4

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.

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

Principal: Cathy Genove

Baseline Data	On the 2022 YVM survey, 84% of favorable response.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, on the YVM survey, at least 92% of MPSA families would respond favorably.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, On the YVM survey, at least 90% of MPSA families will respond favorably related to engagement.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, Family engagement will continue to grow by 2% over two years, measured on the 2026 YVM survey. The goal will be monitored through PTA participation and information, parent square data, and schooltalk readership.		
Annual Performance Goal Year 3 (2025-26)	By June 2026, On the YVM survey, at least 92% of MPSA families will respond favorably related to 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
Action 1 (Welcoming All Families): Weekly School Talk and and Monthly Coffee Chats to Promote Engagement with SEL Curriculum 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.	Sept- June, ongoing	Admin, All Staff	Admin will monitor the frequency of home to school and school to home communication via Parent Square metrics and attendance at events via headcount. Admin will monitor use of FACE components through walk throughs.
Action 2 (Communicating Effectively): Montessori Minute - Two Way Communication Related to Montessori practices - and ongoing Teacher/Parent communication via Parent Square	Sept- June, ongoing	Admin, Leadership Team	Admin will monitor the frequency of home to school and school to home communication via Parent Square metrics.

MPSA - School Action Plan - 2023-24 to 2025-26
Principal: Cathy Genove

Action 3 (Student Success): Parent, Student, and Teacher Collaborative Displays and Projects - Home Cultures - Social Studies in Action - School Wide Evening Curriculum Events	Sept- June, ongoing	Admin, All Staff	Admin will monitor displays and projects via walk throughs and efficacy of school wide events via head counts and qualitative data gathered from parents and students during events.
Professional Learning: Staff will complete Parent Square training. School wide training in adult and student SEL and Equity will continue.	Sept- June, ongoing	Admin, All Staff	Admin will monitor staff completion of PD and will provide ongoing Professional Learning in the areas of SEL and Equity with resources from the division.

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)
	FACE Checklist		YVM

Goal #5	Science - Opportunity Gaps		
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 - SCIENCE SOL All - 64% Asian - 50% Black - 29% Hispanic - 50% EL - 0% (0/5 students) SWD - 21% Econ. Disadv - 21%	Identify if goal is required based on state or federal requirements, or other guidelines	MPSA is on a level 2 performance rating with VDOE for Science
3 Year Performance Goal			

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

Principal: Cathy Genove

Science SOL

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

- All - Increase the pass rate from (Spr. 2023 pass rate) 64% to at least 76%, reducing the gap from 20% to 0%
- Asian - Increase pass rate from (Spr. 2023 pass rate) 50% to at least 69%, reducing the gap from 14% to 7%
- Black - Increase pass rate from (Spr. 2023 pass rate) 29% to at least 62%, reducing the gap from 35% to 13%
- Hispanic - Increase pass rate from (Spr. 2023 pass rate) 50% to at least 69%, reducing the gap from 14% to 7%
- EL - Increase pass rate from (Spr. 2023 pass rate) 0% to at least 56%, reducing the gap from 64% to 20%
- SWD - Increase pass rate from (Spr. 2023 pass rate) 21% to at least 61%, reducing the gap from 43% to 15%
- Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate) 21% to at least 61%, reducing the gap from 43% to 15%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> All Students - Increase pass rate from 64% to 70% Black - Increase pass rate from 29% to at least 45%, reducing the gap from 35% to 23% Asian- Increase pass rate from 50% to 59%, reducing the gap from 14% to 9% Hispanic - Increase pass rate from 50% to at least 59%, reducing the gap from 14% to 9% EL - Increase pass rate from 0% to at least 30%, reducing the gap from 64% to 38% (for 2024 there is only 1 student who will take the science SOL) SWD - Increase pass rate from 21% to at least 41%, reducing the gap from 43% to 27% Econ. Disadv. - Increase pass rate from 21% to at least 41%, reducing the gap from 43% to 27%
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> All Students- Increase from 70% to 73% Black - Increase pass rate from 45% to at least 55%, reducing the gap from 25% to 18% Asian- Increase pass rate from 59% to 65%, reducing the gap from 11% to 8% Hispanic - Increase pass rate from 59% to at least 65%, reducing the gap from 11% to 8% EL - Increase pass rate from 30% to at least 46%, reducing the gap from 40% to 27% (this will depend on the number of students who take this SOL) SWD - Increase pass rate from 41% to at least 53%, reducing the gap from 29% to 20% Econ. Disadv. - Increase pass rate from 41% to at least 53%, reducing the gap from 29% to 20%

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

Principal: Cathy Genove

Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All students-Increase pass rate from 73% to 76%</p> <p>Black - Increase pass rate from 55% to at least 62%, reducing the gap from 18% to 13%</p> <p>Asian- Increase pass rate from 65% to 69%, reducing the gap from 8% to 7%</p> <p>Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap from 8% to 7%</p> <p>EL - Increase pass rate from 46% to at least 56%, reducing the gap from 27% to 20% (this will depend on the number of studnets who take this</p> <p>SWD - Increase pass rate from 53% to at least 61%, reducing the gap from 20% to 15%</p> <p>Econ. Disadv. - Increase pass rate from 53% to at least 61%, reducing the gap from 20% to 15%</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	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Create time during weekly CLT mtgs to review Science scope and sequence and assessments * Create and review a curriculum map for science highlighting how Montessori curriculum and district resources to conver SOLS *Implement Science curriculum utilizing Montessori curriculum, county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with grade-level CLT where ever they are supporting students. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. *Use of district provided progress monitoring assessments to inform teaching (such as exit tickets from Stemscores and Generation Genius and the district provided assessments in Mastery Connect). *Science SOL targeted CCT Choice boards to support science learning in grades 3-5 	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"> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented (such as Generation Genius, Stemscores, Mastery Connect, etc.) as appropriate and by need. *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students scoring below 70% on district provided monitoring assessments. Ensure that ELs have access to environmental and visual scaffolds (such as anchor charts for key vocabulary and processes, etc.) to aid comprehensible input and recall. Some of this is provided for our Spanish speakers in StemScores. 	Sept-June, Ongoing	Admin, All Staff	
<p>Tier 3</p> <ul style="list-style-type: none"> * In addition to the regular science-block, intensive one-on-one or very small group meeting 2-3x weekly -(using Montessori or district provided resources to reinforce learning) * 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 intensive intervention groups. 	Sept-June, Ongoing	Admin, All Staff	

MPSA - School Action Plan - 2023-24 to 2025-26
Principal: Cathy Genove

Professional Learning *Ongoing professional learning in STEMscopes and Generation Genius *Ongoing curriculum alignment work with Montessori lessons and VDOE SOLS *Professional Development in use of Mastery Connect	1-2) August for initial training, Sept-June, Ongoing	Admin, School leadership team	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
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Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	Results of Progress (End of Year)		
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)