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

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Annual Performance Goal Year 3 (2025-26)	By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: 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
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 recommeded 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	Principal & AP 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	
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	

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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 coahes during CLTs and in identifying teachers for coaching cycles

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	**Results of Progress (End of Year)**	Math SOL

Evidence of Progress toward Annual Goal (MP1)	**Evidence of Progress toward Annual Goal (MP2)**	**Evidence of Progress toward Annual Goal (MP3)**	**Evidence of Progress toward Annual Goal (MP4)**
School level- NWEA - MAP Growth **Teacher/CLT/Grade** -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Intervetions	**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 Intervetions"

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			

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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)	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 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)	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 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)	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 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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Tier 1: * 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	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs with support from ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs. Data will be presented weekly using the Master Data umbrella and VGA dashboard when appropriate.
Tier 2: * 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 reccommed usage for structured literacy at student's level. *Practice in decodable text for grades 4-5	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * 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	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning *After school professional development in LEXIA (twice) *VGA Dashboard training *Mastery Connect			Principal & APs with support with ATSS, ELA, 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-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]			

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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 conitue to grown 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 enagagment

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

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			

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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)	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 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 S 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)	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 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 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%