



**Dr. Charles R. Drew - School Action Plan - 2024-25 to 2026-27**  
**Principal: Tracy Gaither**

<p align="center"><b>Annual Performance Goal Year 2 (2025-26)</b></p>	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:   <b>All Students</b></p>				

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<p><b>Tier 2</b>                  *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson [K,1], 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>	2		Sept - June, ongoing	Admin, 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><b>Tier 3</b>                  * 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 [K,1])                  * 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>	2		Sept - June, ongoing	Admin, 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><b>Professional Learning:</b>                  * Math Coach and Math Interventionist provide professional learning in intervention programs                  * Math Coach provide targeted training to teachers who will provide intervention support                  * Math Coach to provide support with implementing Math Workshop</p>	2		Sept-June, ongoing		



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### Principal: Tracy Gaither

<b>Annual Performance Goal Year 2 (2025-26)</b>	<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><b>All Students-</b> Increase pass rate from 64% to at least a 67%  <b>Black</b> - Increase pass rate from 59% to at least a 65%, reducing the gap from 5% to 2%  <b>Hispanic</b> - Increase pass rate from 57% to at least a 64%, reducing the gap from 7% to 4%  <b>EL</b> - Increase pass rate from 51% to at least a 59%, reducing the gap from 13% to 8%  <b>SWD</b> - Increase pass rate from 45% to at least a 55%, reducing the gap from 19% to 12%  <b>Econ. Disadv.</b> - Increase pass rate from 59% to at least a 65%, reducing the gap from 5% to 2%</p>				
<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>All Students-</b> Increase pass rate from 67% to at least a 71%  <b>Black</b> - Increase pass rate from 65% to at least a 69%, gap remains at 2%  <b>Hispanic</b> - Increase pass rate from 64% to at least a 67%, gap remains at 3%  <b>EL</b> - Increase pass rate from 59% to at least a 65%, reducing the gap from 8% to 5%  <b>SWD</b> - Increase pass rate from 55% to at least a 62%, reducing the gap from 12% to 3%  <b>Econ. Disadv.</b> - Increase pass rate from 65% to at least a 69%, gap remains at 2%</p>				
Strategic Plan Strategies					
<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.				
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.				
Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	<u>ESSA EVIDENCE TIER</u> (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1:</b> * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in K-5 for language comprehension * Regular VALLSS progress monitoring for students who have met or exceeded the benchmark * Provide opportunities for EL and SpEd teachers to collaborate with Reading Coach or grade-level CLT * Support CLTs in pacing lessons based on SOL scope and sequence of enduring understandings, utilizing curricular resources as appropriate * Lexia recommended usage for structured literacy at students level	2		Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2:</b> * Lexia English for EL 1 and EL 2 * In addition to the regular ELA block, provide intensive small group instruction meeting 4-5x weekly using research based programs/strategies, and regular progress monitoring. (Lexia Core 5)	2		Sept-June, ongoing	Admin, All Teachers, Reading Coach and Reading Specialists,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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**Tier 3:**  
 \* In addition to the regular ELA block, provide intensive one-on-one or very small group meeting


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<b>Baseline Data</b>	2023-24 Chronic Absenteeism - 18.7%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
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**3 Year Performance Goal**

By June 2027, Chronic Absenteeism will be reduced to at least 13.5%

**Annual Performance Goals**

<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, Chronic Absenteeism will be reduced to at least 17%
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, Chronic Absenteeism will be reduced to at least 15%
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, Chronic Absenteeism will be reduced to at least 13.5%

**Strategic Plan Strategies**

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.

**Action Steps**

Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Social Emotional</b> * Implement SEL curricular resource (Responsive Classroom) * 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 at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-5 * Cultivate empathy and compassion in students by encouraging them to understand and value the feelings and perspectives of others. (Responsive Classroom)	3, 4	1	Sept-June, Ongoing	Principal & AP, SEL Lead, School Counselor, Social Worker, Data Coach, Classroom Teachers	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with

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<p><b>Academic</b>  * 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.  * Support students in taking responsibility for their actions and academic progress, promoting a sense of accountability within the classroom community.  * Teach students effective problem-solving skills, empowering them to approach challenges with a systematic and thoughtful mindset.</p>	3, 4	1	Sept-June, Ongoing	Principal & AP, School Counselor, Social Worker, Student Support Coordinator, School Psychologist,	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.
<p><b>Parent Engagement</b>  * Establish a school-based mental and behavioral health team that will delliver three parent workshops throughout the school year to provide families with positive behavior strategies  * Organize family activities that promote encourage volunteering, recognizing cultures and attending school events.</p>	3, 4	1	Sept-June, Ongoing	Principal & AP, School Counselor, Social Worker, Student Support Coordinator, School Psychologist, Bilingual Family Specialists	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.
<p><b>Professional Learning</b>  1) School leadership team &amp; SEL Lead teacher will model Morning Meeting structure and facilitation and provide coaching throughout the SY at staff meetings and CLTs  2) Student Services staff will participate in training on Tier 2 &amp; 3 interventions (i.e. Zones of Regulation, etc.)</p>	3, 4	1	Sept-June, Ongoing	Principal & AP, SEL Lead, School Counselor, Social Worker,, Instructional Lead Teacher	Principal, AP and SEL lead teacher will conduct walkthroughs to determine implementaton of Responsive Classroom with fidelity. Principal, AP and SEL lead teacher will analyze data from walkthoughts to determine staff support.

**Progress Monitoring**

<p align="center"><b>Strategic Plan Measures To determine if goal was achieved</b></p>	LGI-SWB-2.1-Attendance Data	<p align="center"><b>Strategic Plan Key Performance Indicators</b></p>	KPI-SWB-2.2-% of students who are chronically absent by school	
<p align="center"><b>Evidence of Progress toward Annual Goal (MP1)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP2)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP3)</b></p>		<p align="center"><b>Evidence of Progress toward Annual Goal (MP4)</b></p>
<p>Monthly Review of Attendance dashboard</p>	<p>Monthly Review of Attendance</p>	<p>Monthly Review of Attendance</p>		<p>Monthly Review of Attendance</p>



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<b>Goal #4</b>	<b>Partnerships</b>		
<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
<b>Baseline Data</b>	2024 YVM 84% favorable  %FAVORABLE parent/guardian responses on the YVM 2024 Survey:  84% to questions in the category ""Partnerships: Family Engagement"" overall		


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Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)				



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<p align="center"><b>Baseline Data</b></p>	<p>Spring 2024 - Science SOL - pass rates</p> <p><b>All Students-</b> 48%  <b>Black</b> - 48%  <b>Hispanic</b> - 29%  <b>EL</b> -25%  <b>SWD</b> -29%  <b>Econ. Disadv.</b> 45%</p>	<p align="center"><b>Identify if goal is required based on state or federal requirements, or other guidelines</b></p>	<p>Level 2 (R10) performance rating for VDOE school quality indicator for Science</p>
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**3 Year Performance Goal**

Science SOL  
 By 2027, 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 48% to at least a 68%
- Black** - Increase pass rate from 64% to at least a 68%
- Hispanic** - Increase pass rate from 55% to at least a 63%, reducing the gap from 9% to 5%
- EL** - Increase pass rate from 54% to at least a 61%, reducing the gap from 10% to 6%
- SWD** - Increase pass rate from 55% to at least a 63%, reducing the gap from 9% to 5%
- Econ. Disadv.** - Increase pass rate from 63% to at least a 66%, reducing the gap from 1% to 1%

**Annual Performance Goals**

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 pass rate from 48% to at least a 57%
- Black** - Increase pass rate from 48% to at least a 57%
- Hispanic** - Increase pass rate from 29% to at least a 45%, reducing the gap from 19% to 12%
- EL** - Increase pass rate from 25% to at least a 43%, reducing the gap from 23% to 15%
- SWD** - Increase pass rate from 29% to at least a 45%, reducing the gap from 3% to 2%
- Econ. Disadv.**

**Annual Performance Goals  
 Year 1 (2024-25)**

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<p align="center"><b>Annual Performance Goal</b> Year 3 (2026-27)</p>	<p><b>By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <p><b>Black</b> - Increase pass rate from 64% to at least a 68%  <b>Hispanic</b> - Increase pass rate from 55% to at least a 63% , reducing the gap from 9% to 5%  <b>EL</b> - Increase pass rate from 54% to at least a 61%, reducing the gap from 10% to 6%  <b>SWD</b> - Increase pass rate from 55% to at least a 63%, reducing the gap from 9% to 5%  <b>Econ. Disadv.</b> - Increase pass rate from 63% to at least a 66%, reducing the gap from 1% to 1%</p>				
<p><b>Strategic Plan Strategies</b></p>					
<p><b>Strategic Plan Strategies- PRIMARY</b></p>	<p>S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.</p>				
<p><b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b></p>					
<p><b>Action Steps</b></p>					
<p><b>Action Steps</b></p>	<p align="center"><b>TITLE I SCHOOLWIDE COMPONENT (1-4)</b></p>	<p align="center"><b>ESSA EVIDENCE TIER (1-4)</b></p>	<p align="center"><b>Timeline</b></p>	<p align="center"><b>Responsible &amp; Accountable</b></p>	<p align="center"><b>Monitoring for Implementation</b></p>

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<p><b>Tier 1:</b></p> <ul style="list-style-type: none"> <li>- dedicated science word walls/glossary in each classroom that are placed in a visible location in the classroom and accessible to students throughout the lesson</li> <li>- ensure SWD participate in GenEd setting with support as needed (co-teaching with EL or SpEd teachers if required)</li> <li>- utilize community partners to provide authentic science experiments aligned to our science standards of learning</li> <li>- Enhance quarterly planning meetings for Grades 4 and 5 Science CLT and central office Science Specialist to include modeling of effective use of data to drive instructional decisions</li> <li>- 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</li> <li>- Work collaboratively with the 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 as well as vocabulary development, differentiation, and connection to the 5Cs</li> <li>- Develop a professional learning plan focused on lesson planning and instructional delivery to explicitly address the needs of diverse learners for the teachers participating in the Science CLT</li> <li><b>-Teachers utilize and implement science curriculum, pacing guides, and instructional materials that are provided by the Science Office via a Google Site. Primary instructional materials are STEMscopes, BrainPop, Legends of Learning, Generation Genius that are aligned to the VDOE grade level Science standards.</b></li> <li><b>-Teachers utilize and implement division developed unit and middle of year assessments that are administered through Mastery Connect. The unit assessments are aligned to the VDOE grade level Science standards.</b></li> <li><b>-Utilize CLT structure to develop interdisciplinarily units to support integration of Science standards across content. Engineering is Elementary (EIE) resources will be utilized to support interdisciplinary instruction in several units within the VDOE grade level standards. Each grade level team will implement 3 interdisciplinary units.</b></li> <li><b>-Develop a Master Schedule with dedicated time for Science instruction in each grade level. At least 2.5 hrs/weeks on average. (30 min daily K-3, 45 min daily 4-5)</b></li> <li><b>-Incorporate family engagement opportunities (e.g. Family Science night, monthly STEM challenge with incentives, science corner in teachers monthly newsletter, solicit parent volunteers for science activities) to reinforce learning</b></li> </ul>	<p align="center">2, 3</p>		<p align="center">4 Sept-June, Ongoing</p>	<p align="center">Admin, All Staff</p>	<p>Principal &amp; AP's with support with Science Office will monitor by conducting walkthroughs and observations and attending CLTs.</p>
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<p><b>Staffing Supports</b></p> <ul style="list-style-type: none"> <li>- Prioritize placement and assignment of new staff and existing staff within grade level teams to utilize strengths of staff to address student learning needs and school-wide focus areas for improvement</li> <li>-Principal will work collaboratively with APS partnership coordinator to establish and/or utilize existing community partners in STEAM related fields to support recruitment of high quality staff</li> <li>-Strengthen job-embedded professional learning and offerings align with student needs and areas of professional growth</li> <li>-Increase staff recognition programs, peer observation, mentorship</li> <li>-Continue monthly meetings with the instructional leadership team (ILT) and school action committee (SAC) to listen to concerns and involve staff in decision making processes.</li> <li>-School leadership team (Principal, AP, ILT &amp; SAC, coaches) meets at least 1x/month to discuss a range of topics to support continuous school improvement. School leadership team also has a quarterly standing meeting with Central Office program office Directors/Supervisors. Meetings include a review of data, professional learning, supports for students and staff.</li> </ul>			<p>Sept-June, Ongoing</p>	<p>Admin, School leadership team</p>	<p>Principal will monitor implementation through the hiring and master schedule development process and weekly check-ins with staff responsible for completing action steps.</p>
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**Progress Monitoring**

<p align="center"><b>Strategic Plan Measures To determine if goal was achieved</b></p>	<p>LGI-SAGS-1.4-Science SOLs</p>	<p align="center"><b>Strategic Plan Key Performance Indicators</b></p>	<p>KPI-SAGS-1.5-% of students passing the Science SOL</p>
<p align="center"><b>Evidence of Progress toward Annual Goal (MP1)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP2)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP3)</b></p>	<p align="center"><b>Evidence of Progress toward Annual Goal (MP4)</b></p>



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<p>School wide  Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade  -Third Grade Alternative (Performance) Assessments  -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p>School wide  Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade  -Third Grade Alternative (Performance) Assessments  -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>	<p>School wide  Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade  -Third Grade Alternative (Performance) Assessments  -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) "</p>	<p>School wide  Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]</p> <p>Teacher/CLT/Grade  -Third Grade Alternative (Performance) Assessments  -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)</p>
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