

Math - Opportunity Gaps - SOL

Student Academic Growth & Success

PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.

Spring 2024 - SOL

Black - 44% (31% opportunity gap)
Hispanic - 40% (35% opportunity gap)

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By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
Black - Increase pass rate from 62% to at least a 66%, reducing the gap from 18% to 16%
Hispanic - Increase pass rate from 60% to at least a 64%, reducing the gap from 20% to 18%
EL - Increase pass rate from 59% to at least a 65%, reducing the gap from 21% to 16%
SWD educing the gap from 18% to ro te f ucing the gap fro o 16%

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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

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Tier 3

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By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 68% to at least 71%, reducing the gap from 16% to 14%

Hispanic - Increase pass rate from 65% to at least 69%, reducing the gap from 19% to 17%

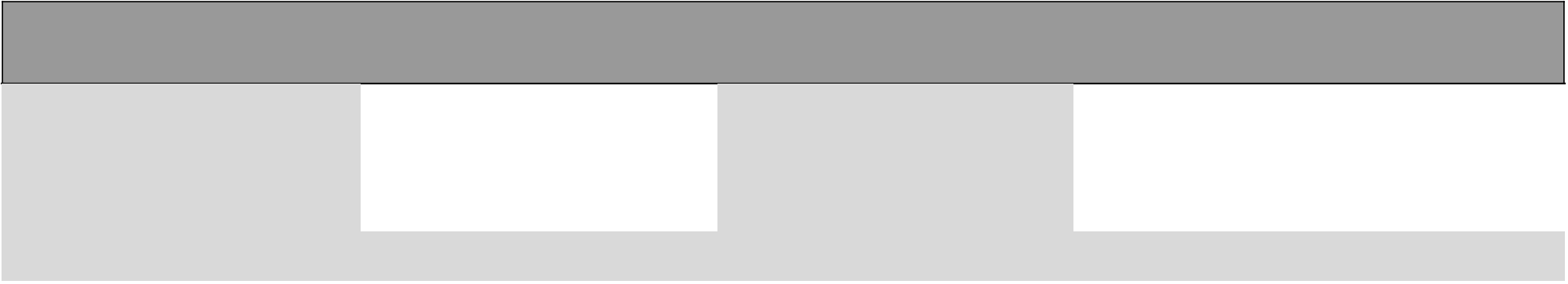
EL - Increase pass rate from 64% to at least 67%, reducing the gap from 20% to 18%

SWD - Increase pass rate from 67% to at least 71%, reducing the gap from 17% to 15%

Econ. Disadv. - Increase pass rate from 66% to at least 69%, reducing the gap from 18% to 16%

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.

S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.





Action 2 - All classroom teachers will have 20 minutes of Morning Meeting, where students will engage in SEL practices, to include implementing with fidelity Second Step lessons, the school selected SEL curriculum. Morning meetings will align with one of the 5 CASEL competencies: self-awareness, self-management, social-awareness, relationship skills, and responsible decision-making.	September - June, Ongoing during morning meeting time, daily	Admin/ counselors, SEL Lead, all staff participate	Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs; SEL Lead will monitor Second Step dashboard
Action 1 - All staff will create an affirming environment to students by establishing classroom expectations and creating calming corners. The school will purchase calming corner toolkits and the SEL Lead will create a presentation for staff to teach students how to use the calming corners.	September - June, Ongoing during morning meeting time, daily	Admin/ counselors, SEL Lead, all staff participate	Principal & AP will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.

	LGI-SWB-1.3-YVM Student:Trusted Adult		KPI-SWB-1.3-% of students responding favorably to the YVM question, "Is there at least one adult in your school who you can talk to when you need help?"4th-5th & 6-12th
In house Google form survey with the specific question from the SEL (Social & Emotional Learning) as well as questions around trusted adults in their lives		In house Google form survey with the specific question from the SEL (Social & Emotional Learning) as well as questions around trusted adults in their lives	SEL (Social & Emotional Learning) survey results

Staff Recognition			
Partnerships			
PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement			
	On the 2024 YVM survey, 15% of staff & teachers responded favorably to the question, "How often do you receive recognition for doing good work during the current school year?"		

On the 2027 YVM survey, 75% of staff & teachers will respond favorably to the question, "How often do you receive recognition for doing good work during the current school year?"

On the 2027 YVM survey, 75% of staff & teachers will respond favorably to the question, "How often do you receive recognition for doing good work during the current school year?"

On the 2025 YVM survey, 50% of staff & teachers will respond favorably to the question, "How often do you receive recognition for doing good work during the current school year?"

On the 2026 YVM survey, 66% of staff & teachers will respond favorably to the question, "How often do you receive recognition for doing good work during the current school year?"

On the 2027 YVM survey, 75% of staff & teachers will respond favorably to the question, "How often do you receive recognition for doing good work during the current school year?"

S-SCW-2.3-Develop and implement reward and recognition processes for all employees aligned to APS strategic priorities and performance objectives.

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	LGI-SCW-2.1-YVM Staff: Workplace Climate		KPI-SCW-2.2-% staff responding favorably to YVM category