

**KU\_YZ]Y`X - GW\cc` 5Wh]cb D`Ub - 2024-25 hc 2026-27  
Df]bW]dU` : DYhYf 6U`Ug**

**; cU` #1**

**Math - Proficiency Gaps - SOL**

GhfUhY [ ]W D`Ub ; cU` 5fYU

Student Academic Growth & Success

GhfUhY [ ]W D`Ub DYfzcf aUbWY CV^YWh] jYg

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

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<p><b>5bb iU` DYfZcf a UbWY ; cU` MYUf 3 (2026-27)</b></p>	<p>By June 2027, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p><b>6`UW_</b> - Increase pass rate from 78% to at least a 80%, gap remains the same 3%  <b>&lt;]gdUb]W</b> - Increase pass rate from 82% to at least a 84%, gap remains the same 3%  <b>9@</b> - Increase pass rate from 77% to at least a 79%, gap remains at 8%  <b>GK 8</b> - Increase pass rate from 78% to at least a 80%, gap remains at 7%  <b>9Wcb 8]gUXj.</b> - Increase pass rate from 83% to at least a 85%, gap remains at 2%</p>
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**GhfUhY []W D`Ub GhfUhY [Y]g**

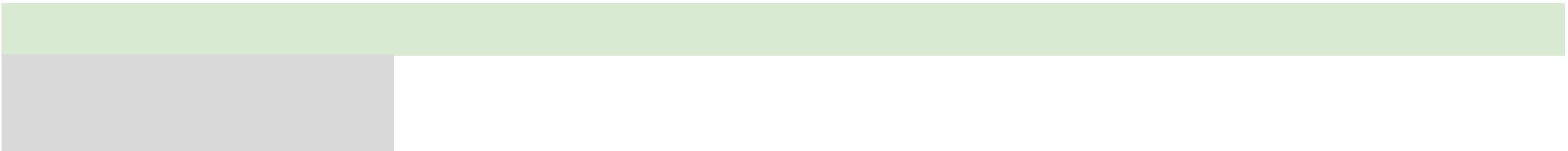
<p><b>GhfUhY []W D`Ub GhfUhY [Y]g- DF=A 5 FM</b></p>	<p>S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.</p>
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<p><b>GhfUhY []W D`Ub GhfUhY [Y]g- 5 8 8:H=CB5@ (CDH=CB5@) -</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>
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**5Wh]cb GhYdg**

<p><b>5Wh]cb GhYdg</b></p>	<p><b>H] a Y]bY</b></p>	<p><b>FYgdcbg]V`Y &amp; 5WWc i bhUV`Y</b></p>	<p><b>Acb]hcf]b[ Zcf</b></p>

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Df]bW]dU` : DYhYf 6U`Ug**

GhfUhY [JW D`Ub GhfUhY [Yg- DF-A5FM	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.
GhfUhY [JW D`Ub GhfUhY [Yg- 588-H-CB5@ (CDH-CB5@) -	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.

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5Wh]cb GhYdg	H] a Y]bY	FYgdcbg]VY & 5WWc i bhUVY	Acb]hcf]b [ Zcf = a d`Y a YbhUh]cb
Tier 1: * Utilize an explicit vocabulary routine to teach new words essential to the shared text-PACT strategy * Utilize strategies from Aspire Training and Staff Development in adolescent reading * CLT meeting as well as co-teachers monthly to ensure curriculum alignment with the support of secondary ELA specialist. * Implement APS curriculum and align with VDOE standards.	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: * Teach a routine to determine the gist of the texts-PACT * Utilize Lexia-Build students decoding skills to read complex multisyllabic words, grammar, comp. * CLT meeting with co-teachers monthly to ensure differentiation to meet students needs (SPED and EL) with the support of secondary ELA, EL and SPED specialist. * Implement APS curriculum and align with VDOE standards.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Multisyllabic word decoding routines * Immersive Reader, ed tech access for read aloud/translations. * CLT meeting with co-teachers monthly to ensure scaffolding to meet students needs (SPED and EL) with the support of secondary ELA, EL and SPED specialist. * Implement APS curriculum and align with VDOE standards.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<b>DfcZYgg]cbU` @YUfb]b [ : 9@5 hYUW\Yfg hc dUfh]W]dUhY ]b</b> NWEA - MAP, Aspire, and ATSS professional learning throughout the school year - pre-service, teacher professional learning days, and county-wide trainings. Learning of best practices during CLTs.	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	

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GhfUhY [JW D`Ub AYUg i fYg - Hc XYhYf a ]bY ]Z [cU` kUg UW\Y]jYX	LGI-SAGS-1.1-Reading SOLs	GhfUhY [JW D`Ub ?Ym DYfZcf a UbWY =bX]WUhcfg	KPI-SAGS-1.2-% of students passing the Reading SOL
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**Df]bW]dU` : DYhYf 6U`Ug**

**5bb iU` DYfzcf aUbWY ; cU`  
 MYUf 2 (2025-26)**

By June 2026, we will be utilizing the seven different ways of meeting the CCCRI criteria - -AP, DE, Honors, CTE Credential/Completer, WBL-High Quality, Service Learning, and JROTCROTcR R


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Df]bW]dU` : DYhYf 6U`Ug**

9 j]XYbWY cZ Dfc [fYgg hc kUfX 5bb iU` ; cU` (AD1)	9 j]XYbWY cZ Dfc [fYgg hc kUfX 5bb iU` ; cU` (AD2)	9 j]XYbWY cZ Dfc [fYgg hc kUfX 5bb iU` ; cU` (AD3)	9 j]XYbWY cZ Dfc [fYgg hc kUfX 5bb iU` ; cU` (AD4)
CCCRI Dashboard	CCCRI Dashboard	CCCRI Dashboard	CCCRI Dashboard

<b>; cU` #4</b>	<b>Inclusion</b>		
GhfUhY [ ]W D`Ub ; cU` 5fYU	Student Well-Being		
GhfUhY [ ]W D`Ub DYfZcf a UbWY CV`YWh] jYg	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
6UgY`bY 8UuH	SY 2023-24 57% of SWD spent at least 80% of the school day in a general education setting	=XYbh]Zm ]Z [ cU` ]g fYe i]fYX VUgYX cb ghUhY cf ZYXYfU` fYe i]fY a Ybhg, cf ch\Yf [ i]XY`bYg	
<b>3 MYUf DYfZcf a UbWY ; cU`</b>			
By 2026, at least 73% of students with disabilities will spend 80% or more of their school day in a general education setting			
<b>5bb iU` DYfZcf a UbWY ; cU`g</b>			
5bb iU` DYfZcf a UbWY ; cU` MYUf 1 (2024-25)	By June 2025, at least 63% of students with disabilities will spend 80% or more of their school day in a general education setting		
5bb iU` DYfZcf a UbWY ; cU` MYUf 2 (2025-26)	By June 2026, at least 68% of students with disabilities will spend 80% or more of their school day in a general education setting		
5bb iU` DYfZcf a UbWY ; cU` MYUf 3 (2026-27)	By June 2027, at least 73% of students with disabilities will spend 80% or more of their school day in a general education setting		
<b>GhfUhY [ ]W D`Ub GhfUhY [ ]Yg</b>			
GhfUhY [ ]W D`Ub GhfUhY [ ]Yg- DF=A 5FM	S-SAGS-3.2-Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.		
GhfUhY [ ]W D`Ub GhfUhY [ ]Yg- 5 8 8-H=CB5@ (CDH=CB5@) -	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.		
<b>5Wh]cb GhYdg</b>			
5Wh]cb GhYdg	H] a Y`bY	FYgdcbg]V`Y & 5WWc i bhUV`Y	Ac b]hcf]b [ Zcf = a d`Y a YbhUh]cb



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Start by looking at the the CRFs for next school year in the Fall and discuss possible inclusion oppourtunities.	September	Counseling Office and Admin	Attend meetings between Counseling Office, SPED department chair, and Admin to determine and finalize CRFs. Frequent check-ins
At IEP meetings, more discussion on co-taught classes and inclusion oppourtunities.	Ongoing	Case Carriers, Admin, department chair of SPED, LEAs	Admin observations of IEP meetings
Start identifying students that have one self-contained class in order to potentially increase their co-taught hours/classes for next year.	Throughout the year, identifiy students at the beginning of the year.	Case Carriers, department chair of SPED, LEAs	Admin frequent check-in meeting with the SPED department chair and Case Carriers of these students
Continue attending middle school IEP meetings to discuss co-taught classes and inclusion oppourtunities for high school.	Throughout the year.	Department chair of SPED	Admin has debriefing meetings about incoming contentious IEP meetings

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GhfUhY [ ]W D`Ub AYUg i fYg - Hc XYhYf a ]bY ]Z [ cU` kUg UW\ ]Y jYX	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	GhfUhY [ ]W D`Ub ?Ym DYfZcf a UbWY -bX]WUhcfg	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
9 j]XYbWY cZ Dfc [ fYgg hc kUfX 5bb i U` ; cU` (AD1)	9 j]XYbWY cZ Dfc [ fYgg hc kUfX 5bb i U` ; cU` (AD2)	9 j]XYbWY cZ Dfc [ fYgg hc kUfX 5bb i U` ; cU` (AD3)	9 j]XYbWY cZ Dfc [ fYgg hc kUfX 5bb i U` ; cU` (AD4)
LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard

<b>; cU` #5</b>	<b>Chronic Absenteeism</b>
GhfUhY [ ]W D`Ub ; cU` 5fYU	Student Well-Being
GhfUhY [ ]W D`Ub DYfZcf a UbWY CV`YWh] jYg	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment.

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<p>Have students who are chronically absent enroll in a club or activity at school, gain a trusted adult, or a peer mentor.</p>	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Dean, Attendance Specialist</p>	<p>AP's and Director of Counseling will monitor implementation by maintaining a document to track the participation of students who are chronically absent</p>
<p><b>5WUXY a]W Gi ddcfng</b>                  -Teachers will work collaboratively with the Central Office program offices (e.g. ELA, Math, Science, etc.) to obtain high quality instructional materials to deliver the APS curriculum and assessments aligned to the VDOE standards for that course, with an emphasis on differentiation to meet the needs of all learners.                  -Wakefield Admin team is working collaboratively with instructional leadership team to plan training on CLT protocols for school-wide implementation in 2024-25 with an emphasis on data analysis, student engagement strategies and plans to address the needs of students not meeting expectations for the course.                  -Wakefield Admin team will continue to communicate expectation and provide support to staff with utilizing instructional routines that maximize instructional time (e.g. Bell to Bell)                  -Wakefield Admin team will continue to conduct instructional walkthroughs with Central Office staff in the instructional core (English, Math, Science, Social Studies)                  -During 2024-25, ten Wakefield teachers will be participating in Kagan cooperative of learning training that focuses on student engagement and will offer opportunities for peer observation to help build interest and foster collaboration                  -Wakefield Admin team will continue to review performance data and work collaboratively with department chairs on Master Scheduling and effective placement of staff</p>	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Dean, Attendance Specialist</p>	<p>Principal will monitor implementation through check-ins with staff responsible for action step</p>

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- Wakefield Admin team collaborates with Human Resources to recruitment staff, including participating in recruitment trips and offering early contracts in hard to fill positions with experience and expertise with high-risk populations
- Wakefield Admin team actively recruits highly qualified staff from neighborhood school divisions from schools that are similar demographically
- Wakefield Admin team actively solicits teacher input on a variety of topics (e.g. Master Scheduling, School Climate, Student Attendance) through a variety of mediums (e.g. Principal Chats, Instructional Leadership team meetings, Faculty Advisory Council, etc.)
- Wakefield Admin team provides leadership opportunities for teachers (e.g. Internshship/Mentorship for aspiring administrators, serving as chair or member of a school-wide committee [ILT, FAC, Attendance Team, etc.] to support continous improvement efforts with school-wide prorities, employee growth and teacher retention
- Wakefield Admin team will hold bi-weekly meetings with Department Chairs to provide ongoing support and coaching in their respective role
- Wakefield Admin team will continue to prioritize placement of newly hired expert teachers in highest instructional need positions. Examples for 2024-25 including the hiring and placement of 3 English Learner teachers with specialized training in working with immigrant students.
- Wakefield Admin team is strategically organized with areas of supervision clearly defined that align with strengths of team members to support high quality performance of staff. Wakefield Admin team meets bi-weekly and allocates time during each meeting for collaborative problem solving with emphasis on school-wide areas of need (e.g. Chronic Absenteeism). Each school-wide committee led by teachers has admin representation that supports continuous improvement efforts efficiently and effectively.

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<p><b>:U a]m -bghf iWh]cbU` G i ddcfhg</b>          -Wakefield FACE team will review engagement data from the Your Voice Matters (YVM) survey and parent focus groups to assess community needs and utilize this data to develop action steps that help remove barriers to learning.          -Wakefield team will ensure all families have access to learning about post-secondary opportunities and leverage community based organizations to support families</p>	<p>Sept- June, ongoing</p>	<p>Principal, Assistant Principal, Bilingual Family Specialist, Teachers, parent rep</p> <p>Director of Counseling will monitor implementation through check-ins with staff responsible for action step</p>	
<p><b>GW\cc` 8]gW]d`]bY G i ddcfhg</b>          -Administrators hold annual meetings by grade level with students to review behavioral expectations and supports available to students both academic and social-emotional.          -Students participate in regular lessons in a classroom setting to promote development of Social-Emotional Competencies with emphasis on self-management skills          -Establish a program to orient new students          -Communicate clear expectations to staff around daily, routine practices, that strengthen relationships between students and staff (e.g. admin, counselors, student service staff greeting students as they enter/leave building and engage throughout the day during transitions, staff greeting students at the door at the stas Fa aQ)</p>	<p>-C a</p>	<p>da , n6a</p> <p>gh checkticing studll famiut thssonsal e</p>	

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Attendance reports	Attendance reports	Attendance reports	Attendance reports

<b>; cU` #6</b>	<b>Science - Proficiency Gaps</b>		
GhfUhY [ ]W D`Ub ; cU` 5fYU	Student Academic Growth & Success		



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<b>H]Yf 2</b> * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Participate in weekly Science CLT.		Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with ATSS, Science, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>H]Yf 3</b> *Collaborate with Secondary Science Specialist in CLT to review learning needs of students and targeted supports including reteaching core concepts and supplementary resources		Sept-June, Ongoing	Admin, All Staff	
<b>Dfc [ fYgg Acb]hcf]b [</b>				
<b>GhfUhY [ ]W D`Ub AYUg i fYg - Hc XYhYf a ]bY ]Z [ cU` kUg UW\]YjYX</b>	LGI-SAGS-1.4-Science SOLs	<b>GhfUhY [ ]W D`Ub ?Ym DYfZcf a UbWY -bX]WUhcfg</b>	KPI-SAGS-1.5-% of students passing the Science SOL	
<b>9 j]XYbWY cZ Dfc [ fYgg hc kUfX 5bb i U` ; cU` (AD1)</b>	<b>9 j]XYbWY cZ Dfc [ fYgg hc kUfX 5bb i U` ; cU` (AD2)</b>	<b>9 j]XYbWY cZ Dfc [ fYgg hc kUfX 5bb i U` ; cU` (AD3)</b>	<b>9 j]XYbWY cZ Dfc [ fYgg hc kUfX 5bb i U` ; cU` (AD4)</b>	
Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	Unit Assessments in Biology (Mastery Connect) -SOL Biology Quarterly Assessment	