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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	Math SOL failure rates will be reduced by at least 10% for SWD and Hispanic student. By the end of the 2022-23 school year, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Black) -at least a 10% gap reduction for any reporting group with a gap between 20-40% on the baseline measure (Hispanic, SWD) -at least a 15% gap reduction for any reporting group with a gap greater than 40% on the baseline measure (EL)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.	TA Flex, math strategies courses, Tier 1 instruction	Ongoing: TA Flex rotates with a 10 hour minimum, daily Tier 1 instruction, Math CLTs meet weekly, co-teachers meet weekly	Assistant Principal supervising Math; Math Coach, Math Interventionist, Math, English, and Reading Teachers	M-SS-3- Math SOLs	Math SOL (Aggregate-All Grades) –Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)- 60% Black: 52% (8% gap) Adjusted: 71.2% (R10 3) Hispanic: 38% (22% gap) Adjusted: 67.2% (R10 3.1) ELs: 17% (43% gap) - target 28% gap Adjusted: 79.2% (R10 2.1) SWD: 26% (34% gap) Adjusted: 56% (R10 4.4) *Economically Disadv. 43% (17% gap) Adjusted: 70 ap) < ┐

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