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; cU` %	Math - Opportunity Gaps		
GhfUhY []W`D`Ub` ; cU`5fYU	Student Success		
GhfUhY []W`D`Ub`DYfZcf a UbWY`CV`YWh]jYg	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
6UgY`]bY`8UhU	Gdf]b [`&\$&`!`GC@`!`AUh\ All Students- Pass		

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<p>HjYf` * 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 4-6 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. *Use the checklist in the curriculum documents</p>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach, Interventionist</p>	
<p>DfcZYgg]cbU`@YUfb]b[. *Math Workshop and other PDs provided by APS *Professional learning provided by coaches *CLT strategic planning, especially around using data *Anchor charts continuum by grade level *Specific lessons in classrooms about how and why we use Dreambox</p>	<p>Sept - June, ongoing</p>	<p>Administrators, Math Coach</p>	<p>Principal & AP will support math coahes during CLTs and in identifying teachers for coaching cycles</p>

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; cU` ` &	Reading - Opportunity Gaps		
GhfUhY []W`D`Ub` ; cU` 5fYU	Student Success		
GhfUhY []W`D`Ub`DYfZcf a UbWY`CV`YWh] jYg	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
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<p>5bb iU`DYfZcf a UbWY` ; cU` `MYUf` `fl&\$&)!&`*L</p>	<p>6m`> i bY`&\$&`*z`cddcfh i b]hm` [Udg`cb`h\Y`FYUX]b [`GC@`flU [[fY [UhYX`Zcf`U` [fUXY`Y`jY`gt`k]`VY`fYX`i`WYX`Vm`h\Y`Zc` `c`k]b [`h]YfYX` [cU` .`</p> <p><]gdUb]W`!`Increase pass rate from 70% to at least 75 %, reducing the gap from 12% to 11% 9@`!`Increase pass rate from 71% to at least 76%, reducing the gap from 11% to 10% GK 8`!`=increase pass rate from 65% to at least 69%, reducing the gap from 17% to 15% 9Wcb`8]gUX`j`!` Increase pass rate from 76% to at least 78%, reducing the gap from 6% to 5%</p>
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<p>GhfUhY []W`D`Ub` GhfUhY []Yg!`DF=A 5 FM</p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>
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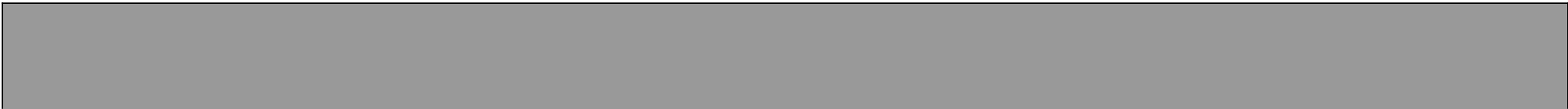
<p>GhfUhY []W`D`Ub` GhfUhY []Yg!`5 8 8-H-CB5@` flCDH-CB5@L`!</p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>
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<p>Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in K-5 for language comprehension *Implement Heggerty for phonemic awareness *Engage families in literacy work throu *Strategic ELA block that incorporates phonics, CKLA, and small group instruction</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Classroom Teach ers, Reading Specialist,</p>	
<p>Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 *Phonics Lesson Library- basic, advanced, multisyllable based upon Core Phonics Survey *Bridge the Gap phonemic awareness in grades 3-5 *Use of DIBELS and other surveys to create flexible small groups during core instruction * Targeted intervention based upon diagnostic testing * Use co-teaching strategies while also identifying and implementing flexible groups for target Tier 1 small groups and Tier 2/3 Interventions with progress monitoring * Falcon time Interventions and extensions</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Classroom Teachers, Reading Specialist,</p>	<p>Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * Lexia Lab *Small group targeted instruction using Core Phonics survey to identify targeted skills</p>	<p>Sept-June, ongoing</p>	<p>Admin, All Classroom Teachers, Reading Specialist,</p>	
<p>Professional Learning *Building teacher capacity with student-centered coaching cycles *Decodeable training</p>			

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<p>5Wh]cb`&`f7c`a`a`i`b]WUh]b[`9ZYWh]jY`mL.` * Utilize ParentSquare as a tool to support staff engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. (flow chart) * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.</p>	<p>Sept- June, ongoing</p>	<p>All staff</p>	<p>Admin will monitor by reviewing Parent Square activity, monthly review of committee work of community sustainability and engagement, PTA bi monthly meetings with academic presentations, Academic Nights attendance,</p>
<p>5Wh]cb` `fGh`i`XYbh`G`i`WWYggL.` Support students in K-5 achieve academic success by collaborating with families so that they are informed about what their studentsby sharing academic progress and data, provide parents with tips and resources to help students learn, and share curriculum and student progress with after school programs examples include: *Host at least 2 learning celebrations open house style school wide on a half-day - (goal would be for every grade level to do 2 learning celebrations, consistent template for grade levels on smart board) *Consider a March/Spring Student led conferences (grades 4-5, possibly trickle down to younger grades) *Parent Square on how school work is shared and grade level common academic feedback *Student work is posted in the classrooms and hallways * Monthly PTA parent education nights focusing social emotional learning and academic success</p>	<p>Sept- June, ongoing</p>	<p>All staff</p>	

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<p>GhfUhY []W`D`Ub`AYUg`i`fYg`f8fcdXc`kbL`!`Hc`XYhYf`a`]bY`]Z` [cU` `kUg`UW` \]Y`jYX</p>	<p>M-P-3- YVM Family: Engagement</p>	<p>FYg`i`hg`cZ`Dfc [fYgg`f9bX`cZ`MYUfL`</p>	<p>YVM</p>
<p>9]]XYbWY`cZ`Dfc [fYgg`hc`kUfX`5bb`i`U` ; cU` `fAD%L`</p>	<p>9]]XYbWY`cZ`Dfc [fYgg`hc`kUfX`5bb`i`U` ; cU` `fAD&L`</p>	<p>9]]XYbWY`cZ`Dfc [fYgg`hc`kUfX`5bb`i`U` ; cU` `fAD`L`</p>	<p>9]]XYbWY`cZ`Dfc [fYgg`hc`kUfX`5bb`i`U` ; cU` `fAD(L`</p>
<p>attendance at events, participation and resonses through parentsquare, p/t attendance</p>	<p>Mid point parent survey</p>	<p>attendance at events, participation and resonses through parentsquare, p/t attendance</p>	<p>YVM survey 2024</p>