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<p>5bb iU\`DYfZcf a UbWY\` ; cU\` \`MYUf\` ``fi&\$&)\`!&*\`L</p>	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 68% to at least a 72%, reducing the gap from 21% to 19% EL - Increase pass rate from 62% to at least a 66%, reducing the gap from 27% to 24% SWD - Increase pass rate from 65% to at least a 68%, reducing the gap from 22% to 20% Econ Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 23% to 21%</p>
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<p>GhfUhY [JW\`D\`Ub\`GhfUhY [JYg\` 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>H]Yf\`% * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.</p>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers</p>	
<p>H]Yf\`& *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, 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>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach</p>	<p>Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>

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By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:
 Hispanic - Increase pass rate from 63% to at least 73%, reducing the gap from 25% to 18%
 EL - Increase pass rate from 48% to at least 68%, reducing the gap from 40% to 24%
 SWD - Increase pass rate from 51% to at least 69%, reducing the gap from 37% to 22%
 Econ. Disadv. - Increase pass rate from 64% to at least 74%, reducing the gap from 24% to 18%

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<p>5bbiU\`DYfZcf a UbWY\` ; cU\` \`MYUf\`%fl&\$&\`!&(\`L</p>	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 63% to at least a 67%, reducing the gap from 25% to 23% EL - Increase pass rate from 48% to at least a 58%, reducing the gap from 40% to 32% SWD - Increase pass rate from 51% to at least a 60%, reducing the gap from 37% to 30% Econ Disadv. - Increase pass rate from 64% to at least a 68%, reducing the gap from 24% to 22%</p>
<p>5bbiU\`DYfZcf a UbWY\` ; cU\` \`MYUf\`&\`fl&\$&(\`!&)\`L</p>	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 23% to 20% EL - Increase pass rate from 58% to at least 64%, reducing the gap from 32% to 26% SWD - Increase pass rate from 60% to at least 66 %, reducing the gap from 30% to 25% Econ. Disadv. - Increase pass rate from 68% to at least 71%, reducing the gap from 22% to 20%</p>

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Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension	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: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
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GhfUhY []W`D`Ub`AYUg i fYg`fl8fcdXc kbl`!`Hc`XYhYf a]bY`]Z` [cU` kUg`UW\]Y jYX	M-SS-1- Reading SOLs	FYg i`hg`cZ`Dfc [fYgg`i9bX`cZ`MYUfl`	Reading SOL
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School level- DIBELS Teacher/CLT/Grade- -95% Unit Aseessments (K-3) -VGA for taught standards	Teacher/CLT/Grade- -95% Unit Aseessments (K-3) -VGA for taught standards	School level- DIBELS Teacher/CLT/Grade- --95% Unit Aseessments (K-3) -VGA for taught standards	School level- DIBELS Teacher/CLT/Grade- -95% Unit Aseessments (K-3)] -VGA for taught standards

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GhfUhY []W`D`Ub`DYfZcf a UbWY`CV`YWh] jYg	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.

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6UgY]bY`8UhU	68% on Spring 2022 YVM	-XYbh]Zm`jZ` [cU`]g`fYe i]fYX` VUgYX`cb`ghUhY`cf`ZYXYfU` fYe i]fY aYbhgž`cf`ch\Yf` [i]XY]bYg	
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By 2026, at least 78% of Ashlawn students will respond favorably on the survey category Student Well-Being: Social, Emotional, and Mental Health

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Tier 3 * 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			

