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Carlin Springs - School Action Plan - 2023-24 to 2025-26
Principal: Carmen Delacruz

<p align="center">Annual Performance Goal Year 2 (2024-25)</p>	<p>By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase the pass rate from 51% to at least 60%</p> <p>Asian -Increase the pass rate for from 57% to at least 64%, Black -Increase the pass rate from 46% to at least 56%, reducing the current gap from 5% to 3% Hispanic-Increase the pass rate from 49% to at least 58%, Multiple Races-Increase the pass rate from 66% to at least 70%, reducing the current gap from % to % White - Increase the pass rate from % to at least %, reducing the current gap from % to % EL -Increase the pass rate from 47% to at least 57%, reducing the current gap from 4% to 3% SWD-Increase the pass rate from 40% to at least 52%, reducing the current gap from 11% to 8% ED -Increase the pass rate from 51% to at least 59%,</p>					
<p align="center">Annual Performance Goal Year 3 (2025-26)</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>All Students: Increase the pass for All Students from 60% to 66%</p> <p>-Increase the pass rate for Asian from 64% to at least a 67%, reducing the current gap by 2% -Increase the pass rate for Black from 56% to at least a 63%, reducing the gap from 4% to 3% -Increase the pass rate for Hispanic from 58% to at least a 64%, reducing the current gap by 6% -Increase the pass rate for Multiple Races from 70% to at least a 73%, reducing the current gap by 4% -Increase the pass rate for EL from 57% to at least a 64%, reducing the current gap by 7% -Increase the pass rate for SWD from 52% to at least a 60%, reducing the current gap by 8% to 6% -Increase the pass rate for ED from 59% to at least a 65%</p>					
Strategic Plan Strategies						
<p>Strategic Plan Strategies- PRIMARY</p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>					
<p>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</p>	<p>S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.</p>					
Action Steps						
<p>Action Steps</p>	<p align="center">TITLE I SCHOOLWIDE COMPONENT (1-4)</p>	<p align="center"><u>ESSA EVIDENCE TIER (1-4)</u></p>	<p align="center">Timeline</p>	<p align="center">Responsible & Accountable</p>	<p align="center">Monitoring for Implementation</p>	

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<p>Tier 1 * 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 align="center">Sept-June, ongoing</p>	<p>Classroom teachers will implement the Mathematics curriculum utilizing county provided curriculum and curricular resources. EL and SWD teachers will collaborate with classroom teachers to support EL and SWD students in accessing content. Math Coaches will coordinate quarterly planning meetings with CLT teams. Math coaches will facilitate collaboration amongst classroom teachers, EL teachers, SPED teachers during regularly scheduled CLTs.</p>	
<p>Tier 2 *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox</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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School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"
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Goal #2		Reading - Opportunity Gaps - SOL	
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - Preliminary - Reading SOL All students (38%) Black (47%) Hispanic (32%) EL (26%) SWD (9%) ED (31%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: All Students - Increase pass rate from 38% to at least 65% Asian - Increase pass rate from 42% to at least 65% Black - Increase pass rate from 47% to at least 67%, Hispanic - Increase pass rate from 32% to at least 64%, reducing the gap from 6% to 2% Multiple Races - Increase pass rate from 57% to at least 71% White - Increase pass rate from 82% to at least 84% EL -Increase pass rate from 26% to at least 62%, reducing the gap from 12% to 4% SWD - Increase pass rate from 18% to at least 60%, reducing the gap from 20% to 6% Econ. Disadv. - Increase pass rate from 31% to at least 63%, reducing the gap from 7% to 2%			
Annual Performance Goals			

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<p align="center">Annual Performance Goal Year 1 (2023-24)</p>	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase pass rate from 38% to at least 51%</p> <p>Asian - Increase pass rate from 42% to at least 53%</p> <p>Black - Increase pass rate from 47% to at least 57%,</p> <p>Hispanic - Increase pass rate from 32% to at least 47%, reducing the gap from 6% to 4%</p> <p>Multiple Races - Increase pass rate from 57% to at least 64%</p> <p>White - Increase pass rate from 82% to at least 84%, reducing the gap from % to %</p> <p>EL - Increase pass rate from 26% to at least 43%, reducing the gap from 12% to 7%</p> <p>SWD - Increase pass rate from 18% to at least 39%, reducing the gap from 20% to 12%</p> <p>Econ. Disadv. - Increase pass rate from 31% to at least 46%, reducing the gap from 7% to 4%</p>
<p align="center">Annual Performance Goal Year 2 (2024-25)</p>	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase pass rate from 51% to at least 59%</p> <p>Asian - Increase pass rate from 53% to at least 61%,</p> <p>Black - Increase pass rate from 57% to at least 64%,</p> <p>Hispanic - Increase pass rate from 47% to at least 57%, reducing the gap from 4% to 3%</p> <p>Multiple Races - Increase pass rate from 64% to at least 67%</p> <p>White - Increase pass rate from 84% to at least 85 %</p> <p>EL - Increase pass rate from 43% to at least 54%, reducing the gap from 8% to 5%</p> <p>SWD - Increase pass rate from 39% to at least 51%, reducing the gap from 12% to 8%</p> <p>Econ. Disadv. - Increase pass rate from 46% to at least 56%, reducing the gap from 5% to 3%</p>
<p align="center">Annual Performance Goal Year 3 (2025-26)</p>	<p>READING SOL</p> <p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>All Students - Increase pass rate from 59% to at least 65%</p> <p>-Increase the pass rate for Asian from 61% to at least a 65%</p> <p>-Increase the pass rate for Black from 64% to at least a 67%</p> <p>-Increase the pass rate for Hispanic from 57% to at least a 64%</p> <p>-Increase the pass rate for Multiple Races from 67% to at least a 71%</p> <p>-Increase the pass rate for EL from 54% to at least a 62%, reducing the current gap from 5% to 4%</p> <p>-Increase the pass rate for SWD from 51% to at least a 60%, reducing the current gap from 8% to 6%</p> <p>-Increase the pass rate for ED from 56% to at least a 63%, reducing the current gap to 3% to 2%</p>
Strategic Plan Strategies	
<p>Strategic Plan Strategies- PRIMARY</p>	<p>Year 3 (2025-26)</p>

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<p>Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension *Practice in decodable text *Utilize data from CKLA, Foundations Unit Assessments, and APS Quarterly Aseessments to drive instruction</p>	1		Sept-June, ongoing	Classroom teachers will implement CKLA; EL teachers will implement language studio; SPED teachers will support SWD in accessing CKLA; Coaches will support teachers in implementation	Principal & AP - will monitor by conducting walkthroughs and observations, attending weekly CLT's
<p>Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 * Support EL learners in CKLA using Language Studio</p>	2		Sept-June, ongoing	Coaches will model and	

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Baseline Data			

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<p align="center">Annual Performance Goal Year 3 (2025-26)</p>					

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	1		Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
	4		Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
	3		Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Daily tier 1 instruction in Science using the research based StemScopes science learning materials; Implement high quality, differentiated science instruction. Spiraling of Science curriculum K-5. Replenishments for Science Kits	3		Sept-June, ongoing	Classroom teachers, SPED teachers, EL teachers, assistants, science lead	Principal, AP, Science Office, K-2 & 3-5 Science Specialists, and Academic Coaches will conducting walkthroughs, participating in quarterly CLT meetings.
Develop Gr. 4 & 5 CLT for Science. Responsibilities to review administer assessments (pre, post, unit) in Mastery Connect, identify SOL strands in need of reteaching and identify students in need of Tier 2/3					

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Goal #4	Engaged Workforce				
Strategic Plan Goal Area	Engaged Workforce				
Strategic Plan Performance Objectives	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.				
Baseline Data	2022 - YVM -Staff Engagement- 47% favorable response -Climate- 42% favorable response	Identify if goal is required based on state or federal requirements, or other guidelines			
3 Year Performance Goal					
By June 2026, 75% of staff will respond favorably to Your Voice Matter survey categories: Staff Engagement & Workplace Climate					
Annual Performance Goals					
Annual Performance Goal Year 1 (2023-24)	By June 2024, 56% of staff will respond favorably to Your Voice Matter survey: Staff Engagement & Workplace Climate				
Annual Performance Goal Year 2 (2024-25)	By June 2025, 65% of staff will respond favorably to Your Voice Matter survey: Staff Engagement & Workplace Climate				
Annual Performance Goal Year 3 (2025-26)	By June 2026, 75% of staff will respond favorably to Your Voice Matter survey: Staff Engagement & Workplace Climate				
Strategic Plan Strategies					
Strategic Plan Strategies- PRIMARY	S-EW-1-Recruit, retain, and advance high-quality employees.				
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-5-Establish intentional and focused recruitment and retention efforts to bolster a diverse workforce.				
Action Steps					
Action Steps	TITLE I SCHOOLWIDE COMPONENT (1-4)	ESSA EVIDENCE TIER (1-4)	Timeline	Responsible & Accountable	Monitoring for Implementation
Assign mentors to all teachers who are new to the profession for one year. Assign mentor to experienced teachers who are new to APS for one semester. Establish monthly meetings after school with new staff to cover topics of upcoming tasks and events related to their professional responsibilities.			Aug-Sept	Admin, New Teachers	Principal and AP will monitor Mentor/Mentee relationships, and goals and by reviewing the monthly meeting schedule during weekly administrator team meetings.
Weekly Staff Newsletter acknowledging staff birthdays, upcoming events, staff kudo sand major news from the district.			Sept-June	Admin, New Teachers	Principal will monitor by ensuring weekly newsletter is completed
Survey staff to identify PL needs and implement needs based PL based on staff feedback and school-wide needs			Sept-June	Admin and Academic Coaches	Principal and AP will monitor by ensuring staff survey is administered and data is used to inform decisions around PL. Review of PL plans
Establish the "Marigold Effect" project where staff members recognize their peers by writing a note of recognition who continuously 'brighten their day' and offer support.			Sept-June	Admin, All staff	Principal and AP will monitor by monthly review of recognitions

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<p>Title I School-Family Partnership Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.</p>	<p>Title I School-Family Partnership Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.</p>	<p>Title I School-Family Partnership Survey, Exit Tickets from family engagement events, School-created Family Survey, internal data about programming (frequency, attendance, support services provided), internal data about use realted to ParentSquare.</p>	<p>YVM</p>
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