

Hoffman-Boston - School Action Plan - 2023-2024 to 2025-26
Principal: Helena Payne Chauvenet

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| Goal #1 | Math - 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 - SOL All - Pass 62% Black - Pass 54% (opp. gap 8%) Hispanic - Pass 46% (opp. gap 16%) EL - Pass 50% (opp. gap 12%) SWD - Pass 52% (opp. gap 10%) Econ. Disadv - Pass 56% (opp. gap 6%) | Identify if goal is required based on state or federal requirements, or other guidelines | Required |
| 3 Year Performance Goal | | | |
| <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>Black - Increase pass rate from 54% to at least 69%, reducing the gap from 8% to 3% Hispanic - Increase pass rate from 46% to at least 67%, reducing the gap from 16% to 5% EL - Increase pass rate from 46% to at least 69%, reducing the gap from 12% to 3% SWD - Increase pass rate from 52% to at least 68%, reducing the gap from 10% to 4% Econ. Disadv. - Increase pass rate from 56% to at least 70%, reducing the gap from 6% to 2%</p> | | | |
| Annual Performance Goals | | | |
| Annual Performance Goal Year 1 (2023-24) | <p>By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase passrate from 54% to at least 62%, reducing the gap from 8% to 4% Hispanic - Increase passrate from 46% to at least 56%, reducing the gap from 16% to 10% English Learners - Increase passrate from 50% to at least 59%, reducing the gap from 12% to 7% Students with Disabilities - Increase passrate from 52% to at least 60%, reducing the gap from 10% to 6% Economically Disadvantaged - Increase passrate from 56% to at least 63%, reducing the gap from 6% to 3%</p> | | |
| Annual Performance Goal Year 2 (2024-25) | <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>Black - Increase pass rate from 62% to at least 66%, reducing the gap from 4% to 3% Hispanic - Increase pass rate from 56% to at least 63%, reducing the gap from 10 % to 6% EL - Increase pass rate from 59% to at least 65%, reducing the gap from 7% to 4% SWD - Increase pass rate from 60% to at least 64%, reducing the gap from 6% to 5% Econ. Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 3% to 2%</p> | | |

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| Annual Performance Goal Year 3 (2025-26) | <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>Black - Increase pass rate from 66% to at least 69% Hispanic - Increase pass rate from 63% to at least 67% EL - Increase pass rate from 65% to at least 69% SWD - Increase pass rate from 64% to at least 68% Econ. Disadv. - Increase pass rate from 67% to at least 70%</p> | | | | |
| Strategic Plan Strategies | | | | | |
| Strategic Plan Strategies- PRIMARY | S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. | | | | |
| Strategic Plan Strategies- ADDITIONAL (OPTIONAL) - | | | | | |
| Action Steps | | | | | |
| Action Steps | <u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u> | <u>ESSA EVIDENCE TIER (1-4)</u> | Timeline | Responsible & Accountable | Monitoring for Implementation |
| <p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * EL and SpEd teachers collaborate with the math coach/specialists and participate in CLTs to support 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 time. * Targeted groups are differentiated to meet each students' needs. Provide timely support to | | | | | |
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| <p>Tier 3 * 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) * 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.</p> | 3 | ESSA Tier 2: Moderate Evidence | Sept - June, ongoing | Classroom teachers, EL, SpEd teachers, Math Coach/Specialists | |
| <p>Professional Learning: Implement CLTs to support planning, coaching, and data analysis. This will include support with the three math' h Pp ughu ev m evding 4-5x</p> | | | | | |
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| Baseline Data | <p>Spring 2023 - SOL</p> <p>All - Pass 59%</p> <p>Black - Pass 62%</p> <p>Hispanic - Pass 52% (opp. gap 7%)</p> <p>EL - Pass 46% (opp. gap 13%)</p> <p>SWD - Pass 58% (opp. gap 1%)</p> <p>Econ. Disadv - Pass 47% (opp. gap 12%)</p> | <p>Identify if goal is required based on state or federal requirements, or other guidelines</p> |
| 3 Year Performance Goal | | |
| <p>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 62% to at least 66%</p> <p>Hispanic - Increase pass rate from 52% to at least 60%, reducing the gap from 7% to 5%</p> <p>EL - Increase pass rate from 46% to at least 56%, reducing the gap from 13% to 9%</p> <p>SWD - Increase pass rate from 58% to at least 65%, reducing the gap from 1% to 0%</p> <p>Econ. Disadv. - Increase pass rate from 47% to at least 57%, reducing the gap from 12% to 8%</p> | | |
| Annual Performance Goals | | |
| Annual Performance Goal Year 1 (2023-24) | <p>By June 2024, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase passrate from 62% to at least 66%</p> <p>Hispanic - Increase passrate from 52% to at least 60%, reducing the gap from 7% to 5%</p> <p>English Learners - Increase passrate from 46% to at least 56%, reducing the gap from 13% to 9%</p> <p>Students with Disabilities - Increase passrate from 58% to at least 65%, reducing the gap from 1% to 0%</p> <p>Economically Disadvantaged - Increase passrate from 47% to at least 57%, reducing the gap from 12% to 8%</p> | |
| Annual Performance Goal Year 2 (2024-25) | <p>By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 66% to at least 69%</p> <p>Hispanic - Increase pass rate from 60% to at least 64%, reducing the gap from 6% to 5%</p> <p>EL - Increase pass rate from 56% to at least 63%, reducing the gap from 10% to 6%</p> <p>SWD - Increase pass rate from 65% to at least 69%</p> <p>Econ. Disadv. - Increase pass rate from 57% to at least 64%, reducing the gap from 9% to 5%</p> | |
| Annual Performance Goal Year 3 (2025-26) | <p>By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 69% to at least 72%</p> <p>Hispanic - Increase pass rate from 64% to at least 68%</p> <p>EL - Increase pass rate from 63% to at least 67%, reducing the gap from 6% to 2%</p> <p>SWD - Increase pass rate from 69% to at least 72%</p> <p>Econ. Disadv. - Increase pass rate from 64% to at least 68%, reducing the gap from 5% to 1%</p> | |
| Strategic Plan Strategies | | |
| Strategic Plan Strategies- PRIMARY | S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. | |
| Strategic Plan Strategies- ADDITIONAL (OPTIONAL) - | | |
| Action Steps | | |

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| Action Steps | <u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u> | <u>ESSA EVIDENCE TIER (1-4)</u> | Timeline | Responsible & Accountable | Monitoring for Implementation |
|---|---|-------------------------------------|--------------------|--|--|
| Tier 1 * Implement science curriculum using district-wide adopted resources. * Complete 3rd grade science performance assessments, as required by VDOE. * Follow science curriculum pacing guides. | 2 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Administrators, Science Lead, ITC, Coach, All Science Teachers | Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs. Benchmark and diagnostic data (STEMScopes and APS science assessments) |
| Tier 2 * Complete unit benchmark assessments. * Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students. * Follow science curriculum pacing guide to align with benchmark assessments. * Implement monthly science CLTs | 3 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Administrators, Science Lead, ITC, Coach, All Science Teachers | |
| Tier 3 Continue Tier 2 strategies with increased frequency and duration of targeted intervention along with progress monitoring of student performance. | 3 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Administrators, Science Lead, ITC, Coach, All Science Teachers | |
| Professional Learning: CLTs to support implementation of STEMScopes, planning instruction aligned to the SOLs | 3 | ESSA Tier 1: Strong Evidence | Sept-June, Ongoing | Administrators, Science Lead, ITC, Coach, All Science Teachers | |

Progress Monitoring

| Strategic Plan Measures (Dropdown) - To determine if goal was achieved | M-SS-4- Science SOLs | Results of Progress (End of Year) | Science SOL |
|---|---|---|---|
| Evidence of Progress toward Annual Goal (MP1) | Evidence of Progress toward Annual Goal (MP2) | Evidence of Progress toward Annual Goal (MP3) | Evidence of Progress toward Annual Goal (MP4) |
| School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) | School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) | School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) | School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr] Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius) |

| Goal #4 | Inclusion |
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| Strategic Plan Goal Area | Student Success |
| Strategic Plan Performance Objectives | PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting. |

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| Baseline Data | 2022-23 (EOY)- 62% of SWD are spending 80% of school day in Gen. Ed setting | Identify if goal is required based on state or federal requirements, or other guidelines | | | |
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| 3 Year Performance Goal | | | | | |
| By June 2026, at least 77% of SWD will spend 80% or more of school day in general education setting. | | | | | |
| Annual Performance Goals | | | | | |
| Annual Performance Goal Year 1 (2023-24) | By June 2024, at least 67% of SWD will spend 80% or more of school day in general education setting. | | | | |
| Annual Performance Goal Year 2 (2024-25) | By June 2025, at least 72% of SWD will spend 80% or more of school day in general education setting. | | | | |
| Annual Performance Goal Year 3 (2025-26) | By June 2026, at least 77% of SWD will spend 80% or more of school day in general education setting. | | | | |
| Strategic Plan Strategies | | | | | |
| Strategic Plan Strategies- PRIMARY | S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students | | | | |
| Strategic Plan Strategies- ADDITIONAL (OPTIONAL) - | | | | | |
| Action Steps | | | | | |
| Action Steps | <u>TITLE I SCHOOLWIDE COMPONENT (1-4)</u> | <u>ESSA EVIDENCE TIER (1-4)</u> | Timeline | Responsible & Accountable | Monitoring for |
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| Strategic Plan Strategies- ADDITIONAL (OPTIONAL) - | | | | | |
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| Action Steps | | | | | |
| Action Steps | TITLE I SCHOOLWIDE COMPONENT (1-4) | ESSA EVIDENCE TIER (1-4) | Timeline | Responsible & Accountable | Monitoring for Implementation |
| <p>Action 1 (Welcoming All Families): Maintain a welcoming and inclusive environment and develop respectful and trusting relationships to include: language-inclusive signage and communications, providing a designated parent specialist, developing a process to welcome new families, ensuring staff and families have frequent opportunities to establish a positive relationship and obtain information about the school and classroom</p> | 2 | ESSA Tier 3: Promising Evidence | Sept- June, ongoing | Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff | Principal & AP will monitor through observations, gathering participant feedback, FACE checklists, YVM Survey |
| <p>Action 2 (Communicating Effectively): * Utilize ParentSquare as a language-inclusive 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. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways.</p> | 2 | ESSA Tier 3: Promising Evidence | Sept- June, ongoing | Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff | Principal & AP will monitor by reviewing communication artifacts from ParentSquare, staff use of ParentSquare, participant feedback, YVM Survey |
| <p>Action 3 (Student Success): Host at least four parent/family sessions that directly support academic achievement, specifically in literacy, math, and science</p> | 2 | ESSA Tier 1: Strong Evidence | Sept- June, ongoing | Administrators, FACE Lead, Main Office and Family Specialist Staff, All Staff | Principal & AP will ensure parent/family sessions are conducted and holding check-in/planning meetings with staff involved. |
| <p>Professional Learning: Ed Tech sessions led by ITC</p> | 2 | ESSA Tier 1: Strong Evidence | Sept- June, ongoing | Adminstrators, ITC | Principal & AP will monitor through check-ins with ITC and staff sign-in sheets |
| Progress Monitoring | | | | | |
| Strategic Plan Measures (Dropdown) - To determine if goal was achieved | Results of Progress (End of Year) | | YVM | | |
| Evidence of Progress toward Annual Goal (MP1) | Evidence of Progress toward Annual Goal (MP2) | Evidence of Progress toward Annual Goal (MP3) | Evidence of Progress toward Annual Goal (MP4) | | |
| | M-P-4- Feedback from participants in school-ba | | | | |

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| A SEL Team will be established to monitor data and interventions, to support the shift from PBIS systems and to establish a common vision for social-emotional learning. | 4 | ESSA Tier 1: Strong Evidence | Sept- June, ongoing | Administrators, Behavior Specialist, Counselors | Principal & AP will monitor through check-in/planning meetings with SEL team and review of agenda and team outcomes |
| Instructional staff will begin to implement Responsive Classroom practices. | 4 | ESSA Tier 3: Promising Evidence | Sept- June, ongoing | Instructional Staff | Principal & AP will monitor through Classroom walkthroughs |
| Professional learning will include resources from CASEL and Responsive Classroom to support Adult SEL and student SEL. | 4 | ESSA Tier 3: Promising Evidence | Sept- June, ongoing | Administrators, Behavior Specialist, Counselors, SEL Team | Principal & AP will monitor by reviewing professional learning agendas and SEL surveys |
| Implement Second Step to support explicit instruction in social-emotional language in the classroom. | 4 | ESSA Tier 1: Strong Evidence | Sept- June, ongoing | Administrators, Behavior Specialist, Counselors, Classroom Teachers | Principal & AP will monitor by reviewing Implementation schedule & classroom walkthroughs |

Progress Monitoring

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|---|--|--|------------|--|--|
| Strategic Plan Measures (Dropdown) - To determine if goal was achieved | M-SWB-3- YVM Student: School Climate | Results of Progress (End of Year) | YVM | | |
| Evidence of Progress toward Annual Goal (MP1) | Evidence of Progress toward Annual Goal (MP2) | Evidence of Progress toward Annual Goal (MP3) | | Evidence of Progress toward Annual Goal (MP4) | |
| | School-based survey | | | YVM | |