

Strategic Plan Goal Area (Dropdown)	Strategic Plan Performance Objectives (Dropdown)	School Performance Goals	Strategic Plan Strategies-PRIMARY (Dropdown)	Strategic Plan Strategies-ADDITIONAL (OPTIONAL) - (Dropdown)	School Actions ( 1 action per row) 3-4 actions per goal	Timeline for Actions	Responsible & Accountable Parties (Be Specific)	Strategic Plan Measures (Dropdown)	Baseline Data
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	On the 2024 YVM survey, at least 75% of Discovery students will respond favorably on the survey category student social, emotional, and mental health	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		Provide staff with coping strategy lessons to be taught during Morning Meeting to increase emotion regulation tools for students	Sept- June, on going	Mental Health Team/Encore Teachers/Admin team	M-SWB-9-YVM Student: Social, Emotional, and Mental Health	SY 2122- 64% responded favorably on Well-Being: Social, Emotional, and Mental Health Students- How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities? (45%) Families- How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities? (81%)
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	see above	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		Encore SMART goals focus on self regulation/calming strategies	October-on going	Encore Teachers	M-SWB-9-YVM Student: Social, Emotional, and Mental Health	
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	see above	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		Mid-year review of SMART goal strategies and PD with Encore teachers	February	Admin Team	M-SWB-9-YVM Student: Social, Emotional, and Mental Health	
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	By May 2023, at least 90% of students who scored in the Intensive, Strategic, or Core on the beginning of year DIBELS will demonstrate at least one year of growth. In addition, at least 90% of students who scored in Core Plus on the beginning of year DIBELS will remain in Core Plus on the end of year DIBELS.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Use of Data Dialogue Protocol in CLTs	on going	Classroom Teachers/Coaches /Admin Team	M-SS-9-DIBELS	34 students K-5 fell in the intensive category
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Dedicated time for small group planning CLTs	on going	Classroom teachers/Coaches /Admin Team	M-SS-9-DIBELS	

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Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Strategic small group schedule- three days a week on past standards and two days a week on current standards or all strategic students	on going	Classroom teachers	M-SS-9-DIBELS	
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Strategic Walk-thrus around small group teaching	on going	Admin team	M-SS-9-DIBELS	
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	By May 2023, at least 90% of grade 1-5 students who scored in the below basic, basic, or proficient on the beginning of year Math Inventory will demonstrate at least one year of growth as defined on the Math Inventory growth charts. In addition, at least 90% of students who scored in advanced on the beginning of year Math Inventory will remain in advanced on the end of year Math Inventory	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Use of Data Dialogue Protocol in CLTs	on going	Classroom Teachers/Coaches /Admin Team	M-SS-6-Universal Math Screener	Basic scores: first 7/65 second 8/81 third 13/73 fourth 12/9 fifth 21/96
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Dedicated time for small group planning CLTs	on going	Classroom teachers	M-SS-6-Universal Math Screener	
Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Strategic small group schedule- three days a week on past standards and two days a week on current standards or all BELOW Basic students		Classroom teachers	M-SS-6-Universal Math Screener	

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Student Success	PO-SS-2-By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Strategic Walk-thrus around small group teaching		Admin team	M-SS-6-Universal Math Screener	
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By the end of the 2022-23 school year, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  at least a 7% gap reduction (Hispanic)  at least a 26% gap reduction (SWD)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Dedicated time for small group planning in CLT	on going	Classroom Teachers/Special Ed Teachers/Admin Team/Coaches	M-SS-1-Reading SOLs	SWD SY2122 failed Reading SOL Third 6/18 (33%) Fourth 5/19 (26%) Fifth 4/11 (36%)  Reading SOL (Aggregate-All Grades) - 2021-22 SOL Data - VDOE Avg Pass Rate at School (ALL) - 87%  Hispanic: 75% (12% gap)  SWD: 51% (36% gap)
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Sped teachers attend grade level CLTs	on going	Sped teachers	M-SS-1-Reading SOLs	
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Focused PD on CKLA resources	on going	Coaches	M-SS-1-Reading SOLs	
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Use of Data Dialogue Protocol in Team CLTs	on going	Coaches/Classroom teachers/Sped teachers/Admin team	M-SS-1-Reading SOLs	
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Golden Thread PD at each Sped CLT focused on reading goals	on going	Student Support Coordinator/Sped teachers/Admin team	M-SS-1-Reading SOLs	

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	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 7% gap (Hispanic)  -at least a 29% gap (SWD)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Dedicated time for small group planning in CLT	on going	Classroom Teachers/Sped Teachers	M-SS-3-Math SOLs	SWD SY 21/22 Third 4/18 (22%) Fourth 10/19 (55%) Fifth 3/11 (27%) Math SOL (Aggregate-All Grades) - 2021-22 SOL Data- VDOE  Hispanic: 75% (12% gap)  SWD: 48% (39% gap)
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Sped teachers attend grade level CLTs	on going	Sped teachers	M-SS-3-Math SOLs	
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	See above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Use of Data Dialogue Protocol in Team CLTs		Coaches/Sped Teachers/Classroom teachers	M-SS-3-Math SOLs	
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Golden Thread PD at each Sped CLT focused on math goals		Student Support Coordinator/Sped teachers/Admin team	M-SS-3-Math SOLs	

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Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	By May 2024, at least 70% of Discovery staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Plan staff meetings that incorporate teacher choice for professional learning	on going	Admin Team/Coaches	M-EW-8- YVM Staff: PL results	27% responded favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matter survey. How relevant are the school-based professional learning opportunities to your work? 39% How much input do you have in the professional learning opportunities available to you? 13% How much has the professional development you've received at your school/APS improved your students' achievement? 31% Overall, how well does school-based professional learning meet your needs? 33%
Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	see above	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Survey staff on topic and delivery method they prefer	November	Admin Team	M-EW-8- YVM Staff: PL results	
Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Plan and deliver professional learning during weekly CLTs	on going	Coaches/Admin Team	M-EW-9- Staff feedback on PL activities	
Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	see above	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Plan Collaborative Learning Visits	on going	Coaches/Admin Team	M-EW-9- Staff feedback on PL activities	
Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	S-P-2-Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.		Expand Parent opportunities: Coffee Talks by grade level and topic	on going	Admin Team/Sustainability Committee	M-P-3- YVM Family: Engagement	SY2122 82% responded favorably on YMV

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Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	see above	S-P-2-Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.		World Heritage Celebration revamp	November and April	Military Family Liason/PTA/Admin Team	M-P-3- YVM Family: Engagement	
Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	see above	S-P-2-Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.		Room parents as new family ambassadors	on going	PTA/Admin Team	M-P-3- YVM Family: Engagement	
Partnerships	PO-P-1-By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results.	see above	S-P-2-Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences.		Increase family engagement opportunities with staff at Discovery Ex: Veteran's Day Performance and Meet and Greet, Choir concerts, Earth O Rama	on going	Encore Teachers and committee teachers	M-P-3- YVM Family: Engagement	