

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 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 will be reduced by the following Tiered Goal: -at least 5% reduction for any group with a gap between 5-20% (Hispanic) -at least 10% in all reporting groups with a gap between 20-40% (EL's, SWD)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Targeted Small Group Intervention Time-Colmena in Grades 3-5. All teachers (homerroom and resource who implementing the CKLA curriculum. During CLT's teams will review and disaggregate data from assessments to identify students in need of targeted small group instruction.	Instructional Monitoring and Planning: Throughout 22-23SY Assessment based progress Monitoring: MP1: Growth Assessment (winter & Spring)/MC Quarterly/DIBELS MP2: MP3: MP4:	Principal, Reading Specialists, Teachers, Librarian	M-SS-1-Reading SOLs	Overall Reading Passing Rate: 72% Data walls o Avg Pass Rate at School (ALL) 72% o Hispanic: (PR: 59%) -23% o EL's 1-4: (PR: 34%)-38%, o SWD: (PR: 35%) -39%
			S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Provide Coaching cycles for new staff and specific professional development to address best practices in English to address the staff needs.	Throughout the year		M-SS-1-Reading SOLs	
			S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Support culture of reading in the two program languages through the implementation of "Lee Conmigo/Read with me" Initiative to include: establishing a reading nook in the school, providing easy to access "take me home" book stands, community engagement such as inviting parents to read with students, purchasing books that are culturally relevant. Collaborate with community partners to provide additional reading supports and resources (books), enrichment opportunities, and/or tutoring opportunities (Arlington Rotary support, Escuela Key PTA).				
			S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		School based instructional approaches such as "author of the month" book clubs, book critics' corner, writing about books we love and vocabulary walls to enhance students' lexicon.				
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 the end of the 2022-23 school year, opportunity gaps on the Math SOL will be reduced by the following Tiered Goal: -at least 10% reduction for any group with a gap between 20-40% (Hispanic) -at least 15% reduction for any group with a gap greater than 40% (EL & SWD)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Targeted Small Group Intervention Time-Colmena in Grades 3-5 (Bridges- Not funded by Math office, funded with school funds.	Throughout the year	Principal, Math Coach, Teachers, RTG	M-SS-3- Math SOLs	Overall Math pass rate for 21-22:64% o Black: 52% (-12% gap); Hispanic: 42%(-22% gap) o EL's: 20% (-44% gap), o SWD: 31% (-45% gap) Gap Group BOY MI Baseline Data

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			S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Implement instruction through Math Workshop structure allowing time for small group differentiated instruction				
			S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Provide Coaching cycles for new staff and specific professional development to address best practices in math to address the staff needs.				
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 70% of Escuela Key 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.		PBIS Implementation with fidelity. The PBIS committee meets monthly and addresses: training to staff, developing supporting activities that enable students and staff to follow PBIS guidelines and expectations and communication and outreach to families (Hi from the Beehive initiative, PBIS Passport, Abejitas contest, etc.)	Throughout the year.	Principal, Assistant Principal, Counselors, PBIS Committee, Staff	M-SWB-3-YVM Student: School Climate	2022 - YVM Student Well-Being: Social, Emotional, and Mental Health 57% favorable response rate
			S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		Continued Daily Morning Meetings. Counseling lunch bunch, small group discussions with kids (outside the instructional time). PTA-supported grade-level activities and events for students and families, providing space for positive engagement and interaction	Daily			
			S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		Continued implementation of No Place for Hate (Year 3)	Throughout the year			
			S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		Weekly lessons provided by the counselors in all grades integrating Second Step curriculum and focused on skills for learning, emotional management, problem solving, bully prevention, and other topics that directly and indirectly support student SEL.	Throughout the year			
Engaged Workforce	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.	On the 2024 YVM survey, at least 70% of Escuela Key staff will respond favorably on staff engagement and workplace climate.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Provide opportunities for PL as part of CLT-team planning. PL activities will address other staff needs that target staff engagement and help to improve the overall culture of the school. Actions will include increasing the frequency of feedback that administrators give to staff to recognize hard work, successes and accomplishments. Examples include but are not limited to 1)maintaining a "shout out" bulletin board, 2) Awarding a "manzanita" to staff nominated by staff for a special support they provide, 3) awarding the Golden Ladybug to celebrate kindness.	Throughout the year	Principal, Leadership Team, Instructional Lead Teacher	M-EW-8- YVM Staff: PL results	In the spring of 21-22 YVM staff survey: 34% of staff reported that school based PD was relevant. 24% reported that central office PD was relevant. (39 responses)

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		see above	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Offer variety of choices for staff to meet floating hours PD.	Throughout the year			
		see above	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Provide release time as staff prepare for change in dual language model next year. Partner with Office of Language Acquisition to provide meaningful training and support conference participation for staff preparing for changes in Immersion model.	Throughout the year			
		see above	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		Customize training opportunities to the needs of staff and provide training during staff meetings and on PD days. Partnership with PTA to provide targeted support for teachers and staff throughout the year (teacher grants, classroom resources, volunteer support)	School PD Days			
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 the spring of 2023 at least 85% of Escuela Key Families will report that the school provides relevant opportunities to learn about the curriculum and how to support their children at home.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Partnerships with the PTA and community outreach for the transition for the 80/20 model. Actions that will strengthen partnerships with the community to support transition include but are not limited to: 1) PTA monthly meetings to discuss community needs (a) Partner with the PTA to conduct community outreach, provide information sessions and engagement opportunities in advance of the 80/20 immersion implementation and (b) Partner with APS Immersion Coordinator to communicate questions from and information to parents, teachers, and stakeholders on the 80/20 curriculum. 2) Add in PTA meeting agendas opportunity to discuss transition. 3) Invite guest speakers that help educate community on the rollout of the 80/20 model, for example our DLI Coordinator and FACE Community Engagement Coordinator. 4) Provide opportunities for parents to meet during the day, especially Padres Latinos Unidos with BFRS.	Throughout the year	Principal, FACE Team, FACE Lead, Bilingual Resource Specialist	M-SWB-3-YVM Student: School Climate	Staff survey
			S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		FACE Coordinated Activities throughout the year: 1) WIDA Information session. 2) Curriculum information sessions fall and spring. 3) Supporting reading for ELs and 4) Summer Reading Strengthening in coordination with bilingual public librarian.	Spring 2023			

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			S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Purple Star Designation - Escuela Key strives to serve the needs of military families: Transition, Counseling, A special recognition, Network to facilitate families' transition.	Fall 2023	Principal, SEL Lead, Counselor, Social Worker		Submission of Purple Star Designation Application Sept.22
			S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Organize PL for staff on best practices and strategies for family engagement in alignment for Dual Capacity Building Framework				