

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 (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Hispanic) -at least a 10% point gap reduction for any reporting group with a gap between 20-40% on the baseline measure (SWD, EL's, Black)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Data CLT's will be conducted monthly to monitor student progress for those students who need intervention and or enrichment. APS Pre and Post Assessments will be used. Pre-Assessment Data from DIBELS will allow teachers to make instructional Groups. Post-Assessment will help monitor growth.	Through out the 2022-2023 school year	Reading Specialist and ELA teachers	M-SS-9- DIBELS	The overall reading passrate for the 2021-2022 school year was 91%
		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Standards at each grade level will be unpacked using the VDOE Curriculum Framework. Teachers and reading specialist will engage in PD around the standards to diversify strategies for instruction and the new CKLA curriculum.	Through out the 2022-2023 school year	Reading Specialist and ELA teachers	M-SS-9- DIBELS	The overall reading passrate for the 2021-2022 school year was 91%
		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Tier 2/3 interventions The DIBELS Assessment will inform the groups who will make up Tier 2/3 intervention groups. These groups will receive intervention lessons in small group from teachers, support staff, reading specialists, and assistants when applicable. Intervention groups will also include SOL tutoring.	Through out the 2022-2023 school year	Reading Specialist and ELA teachers	M-SS-9- DIBELS	The overall reading passrate for the 2021-2022 school year was 91%
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 a 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Black, Hispanic, SWD) -at least a 10% point gap reduction for any reporting group with a gap between 20-40% on the baseline measure (EL's)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	Data CLT's will be conducted monthly to monitor student progress for those students who need intervention and or enrichment. APS Pre and Post Assessments will be used for each unit of study for each quarter. Pre-Assessment Data will allow teachers to make instructional Groups. Post-Assessment will help monitor growth.	Through out the 2022-2023 school year	Reading Specialists, librarian and classroom teachers	M-SS-6- Universal Math Screener	The overall math passrate for the 2021-2022 school year was 90.7%
		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	Standards at each grade level will be unpacked using the VDOE Curriculum Framework. Teachers and Math Coach will engage in PD around the standards to diversify strategies for instruction.	Through out the 2022-2023 school year		M-SS-6- Universal Math Screener	The overall math passrate for the 2021-2022 school year was 90.7%

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		see above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.	Tier 2/3 interventions The MI Assessment will inform the groups who will make up Tier 2/3 intervention groups. These groups will receive intervention lessons in small group from teachers, support staff, math coach, and assistants when applicable. Intervention groups will also include SOL tutoring.	Through out the 2022-2023 school year		M-SS-6- Universal Math Screener	The overall math passrate for the 2021-2022 school year was 90.7%
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	By Spring 2024, student well-being as measured by Your Voice Matters Survey rate will improve by 10% from 67% to 77%	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.	Support and implement SEL curriculum and activities throughout the school year	through out the 2022-2023 school year	Counselors, classroom teachers and student support team	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	The overall Student Well-Being: School Climate score on YVM was 67%
		see above	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.	Daily "morning" meetings during homeroom time with each class to help foster SEL and classroom community building	through out the 2022-2023 school year		M-SWB-9- YVM Student: Social, Emotional, and Mental Health	
		see above	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.	Fall and spring survey questions based on YVM results to monitor student well-being	through out the 2022-2023 school year		M-SWB-9- YVM Student: Social, Emotional, and Mental Health	
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 Spring 2024, Engaged Workforce: Professional Learning as measured by Your Voice Matters Survey rate will improve from 40% to 70%	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	Provide opportunities for staff to have more voice and choice in professional development for school based professional development opportunities	through out the 2022-2023 school year	Administration, coaches and specialists	M-EW-9- Staff feedback on PL activities	The overall Engaged Workforce: Professional Learning score on YVM was 40%
Engaged Workforce		see. above	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	Fall and spring survey questions based on YVM results to monitor engaged workforce and professional learning	through out the 2022-2023 school year		M-EW-9- Staff feedback on PL activities	
Engaged Workforce		see above	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	Create a staffwide recognition to recognize staff members each month for their great work	through out the 2022-2023 school year		M-EW-9- Staff feedback on PL activities	

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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.	By 2024, at least 90% of Glebe families will respond favorably on Partnerships: Family engagement on the Your Voice Matters survey results.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	Provide parents and students opportunities to participate at a variety of times to include, morning, mid day and evening events to capture a time that works best for most schedules	through out the 2022-2023 school year		M-P-4- Feedback from participants in school-based family learning events	The overall Partnerships: Family Engagemenet score on YVM was 85%
Partnerships		see above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	Provide oppotunities virtually as well as in person to share information about curriculum and programs at Glebe and APS	through out the 2022-2023 school year		M-P-3- YVM Family: Engagement	
Partnerships		see above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	Bi-monthly/monthly SchoolTalk messages to communtiy to inform about events, information and news about school as well as social media platforms used to share successess	through out the 2022-2023 school year		M-P-3- YVM Family: Engagement	