Strategic	Strategic Plan Performance	School Performance Goals	Strategic Plan Strategies-	Strategic Plan	School Actions	Timeline for	Responsible &	Strategic Plan	Baseline Data
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	The percentage of students earning a passing score on the Reading SOL will increase from the overall pass rate from 2021-22 of 82%. Specifically, the increase for the following Gap Groups is as follows: Black from 71% to at least 75% - a minimum of 4%; Economically Disadvantaged from 72% to at least 75% - a minimum of 3%; Students with disabilities from 55% to 59.5 - at least a 4.5% increase.	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students		Identify high yield instructional strategies to be implemented in all classrooms , Gunston's Instructional Playbook - Engagement with Content, Flexible Groupings, Student Discourse, Scaffolds & Supports, & Feedback	Beginning of the Year	Instructional Coaching Team, LeadTeachers, Administrators	M-SS-1- Reading SOLs	From the 2021-22 Reading SOL Data Overall pass rate 82% Black 71% Economically Disadvantaged 72% Students with Disabilities 55%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	The percentage of students earning a passing score on the Reading SOL will increase from the overall pass rate from 2021-22 of 82%. Specifically, the increase for the following Gap Groups is as follows: Black from 71% to at least 75% - a minimum of 4%; Economically Disadvantaged from 72% to at least 75% - a minimum of 3%; Students with disabilities from 55% to 59.5 - at least a 4.5% increase.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Continue piloting standards-based grading	Ongoing	Instructional Coaching Team, LeadTeachers, Teachers, Administrators	M-SS-1- Reading SOLs	From the 2021-22 Reading SOL Data Overall pass rate 82% Black 71% Economically Disadvantaged 72% Students with Disabilities 55%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	The percentage of students earning a passing score on the Reading SOL will increase from the overall pass rate from 2021-22 of 82%. Specifically, the increase for the following Gap Groups is as follows: Black from 71% to at least 75% - a minimum of 4%; Economically Disadvantaged from 72% to at least 75% - a minimum of 3%; Students with disabilities from 55% to 59.5 - at least a 4.5% increase.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Suport teachers in implementing high yield instructional strategies to be implemented in all classrooms, Gunston's Instructional Playbook - Engagement with Content, Flexible Groupings, Student Discourse, Scaffolds & Supports, & Feedback - through monthly professional development, gathering data from walkthroughs, in-CLT and in-class structional coaching support	Ongoing, monthly workshop Wednesday offerings, weekly during CLTs	Instructional Coaching Team, LeadTeachers, Administrators, Teachers	M-SS-1- Reading SOLs	From the 2021-22 Reading SOL Data Overall pass rate 82% Black 71% Economically Disadvantaged 72% Students with Disabilities 55%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	The percentage of students earning a passing score on the Math SOL will increase from the overall pass rate from 2021-22 of 76%. Specifically, the increase for the following Gap Groups is as follows: Black from 60% to 70% - a minimum of 10% points; Economically Disadvantaged from 63% to 70% - a minimum of 7%; Hispanic from 68% to at least 70% - a minimum increase of 2%; Students with Disabilities from 52% to 56.8% a minimum of 4.8%	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students		Identify high yield instructional strategies to be implemented in all classrooms , Gunston's Instructional Playbook - Engagement with Content, Flexible Groupings, Student Discourse, Scaffolds & Supports, & Feedback	Beginning of the Year	Instructional Coaching Team, LeadTeachers, Administrators	M-SS-3- Math SOLs	From the 2021-22 Math SOL Data Overall pass rate 76% Black 60% Economically Disadvantged 63% Hispanic 68% Students with Disabilities 52%

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Strategic	Strategic Plan Performance	School Performance Goals	Strategic Plan Strategies-	Strategic Plan	School Actions	Timeline for	Responsible &	Strategic Plan	Baseline Data
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	The percentage of students earning a passing score on the Math SOL will increase from the overall pass rate from 2021-22 of 76%. Specifically, the increase for the following Gap Groups is as follows: Black from 60% to 70% - a minimum of 10% points; Economically Disadvantaged from 63% to 70% - a minimum of 7%; Hispanic from 68% to at least 70% - a minimum increase of 2%; Students with Disabilities from 52% to 56.8% a minimum of 4.8%			Continue piloting standards-based grading	Ongoing	Instructional Coaching Team, LeadTeachers, Administrators, Teachers	M-SS-3- Math SOLs	From the 2021-22 Math SOL Data Overall pass rate 76% Black 60% Economically Disadvantged 63% Hispanic 68% Students with Disabilities 52%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	The percentage of students earning a passing score on the Math SOL will increase from the overall pass rate from 2021-22 of 76%. Specifically, the increase for the following Gap Groups is as follows: Black from 60% to 70% - a minimum of 10% points; Economically Disadvantaged from 63% to 70% - a minimum of 7%; Hispanic from 68% to at least 70% - a minimum increase of 2%; Students with Disabilities from 52% to 56.8% a minimum of 4.8%			Suport teachers in implementing high yield instructional strategies to be implemented in all classrooms , Gunston's Instructional Playbook - Engagement with Content, Flexible Groupings, Student Discourse, Scaffolds & Supports, & Feedback - through monthly professional development, gathering data from walkthroughs, in-CLT and in-class structional coaching support	Ongoing, monthly workshop Wednesday offerings, weekly during CLTs	Instructional Coaching Team, LeadEucators, Administrators	M-SS-3- Math SOLs	From the 2021-22 Math SOL Data Overall pass rate 76% Black 60% Economically Disadvantged 63% Hispanic 68% Students with Disabilities 52%
Student Well-Being	PO-SWB-1-Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase.	The overall number of students who are suspended from school will decrease by at least 10% (11 students) and there will be a decrease of a minimum of at least 3% in the disproportionally among the sub groups.	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.		Update the PBIS language and increase PBIS implementation practice at school	BOY and ongoing	Administrators, Grade-Level Leads, Counselors, Teachers	M-SWB-5- Suspension rates	According to the data presented in the data warehouse, there were a total of 108 students suspended during the 2021-22 school year.  Of the students suspended, 29% (31 students) were students with disabilities. Gunston had a total of 151 students with disabilities, which was 14% of the total school population.  ELs 32% (35 students) were suspended. EL students were 34% of the total school population.  Black 43% (46 students) - 19% school Asian 4% (4 students) - 6.8% school Hispanic 40% (43 students) - 37% school Other 4% (4 students) - 6.8% school White 10% (11 students) - 30% of school

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Strategic	Strategic Plan Performance	School Performance Goals	Strategic Plan Strategies-	Strategic Plan	School Actions	Timeline for	Responsible &	Strategic Plan	Baseline Data
Student Well-Being	PO-SWB-1-Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually	The overall number of students who are suspended from school will decrease by at least 10% (11 students) and there will be a decrease of a minimum of at least 3% in the disproportionally among the	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.		Increase the frequency of Restorative Practices as an allternative to suspension.	Ongoing	Administrators	M-SWB-5- Suspension rates	According to the data presented in the data warehouse, there were a total of 108 students suspended during the 2021-22 school year.  Of the students suspended, 29% (31 students) were students with disabilities. Gunston had a total of 151 students with disabilities, which was 14% of the total school population.  ELS 32% (35 students) were suspended. EL students were 34% of the total school population.  Black 43% (46 students) - 19% school Asian 4% (4 students) - 6.8% school Hispanic 40% (43 students) - 37% school Other 4% (4 students) - 6.8% school White 10% (11 students) - 30% of school
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.	The percentage of staff reporting favorably of having received feedback and recognition for doing good work will increase from 20% to at least 30%.	S-EW-1-Recruit, retain, and advance high-quality employees.		Create a walkthrough form to give regular written feedback and recognition to teachers about their work.	ВОУ	Instructional Coaches, Admin Team	M-EW-4- YVM Staff: Climate Results	The percentage of staff reporting favorably of having received feedback and recognition for doing good work on the 2022 YVM survey was 20%.
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.	The percentage of staff reporting favorably of having received feedback and recognition for doing good work will increase from 20% to at least 30%.	S-EW-1-Recruit, retain, and advance high-quality employees.		Utlize a walkthrough from to give regular written feedback and recognition to teachers about their work.	Ongoing	Instructional Coaches, Admin Team	M-EW-6- YVM Staff: Engagement Results	The percentage of staff reporting favorably of having received feedback and recognition for doing good work on the 2022 YVM survey was 20%.
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.	The percentage of families reporting favorably to the question, "How well do teachers and staff communicate with you?" will increase by at least 10% by the end of the year as measured by a school created survey.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and wellbeing.		Implement the use of TalkingPoints program to communicate by text with families in their preferred language.	BOY and ongoing	Admin Team, Teachers	M-P-3- YVM Family: Engagement	To the question, "How well do the teachers and staff at your child's school communicate withyou,?" the data indicated a 50% famorable response.

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