

Strategic Plan Goal Area (Dropdown)	Strategic Plan Performance Objectives (Dropdown)	School Performance Goals	Strategic Plan Strategies (Dropdown)	School Actions	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.	By 2024, the percentage of students responding positively to questions on the YVM survey related to school climate will increase by at least 10% from the baseline, with responses by Black and Hispanic students increasing to mirror the overall response rates of other racial and ethnic groups.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	Daily morning meeting in all classrooms to support the implementation of SEL curriculum (growth mindset and emotional regulation) and the development of relationships between students in a safe & supported environment.	Ongoing throughout the year	Classroom teachers, school counselors, Principal	M-SWB-3- YVM Student: School Climate	Your Voice Matters Survey (2022) 60% of Innovation students feel connected to other students versus 64% of students in the county 55% of ELL students at Innovation feel connected to other students 36% of Black students at Innovation feel connected to other students 72% of students felt like classmates were respectful towards them at Innovation - only 52% of Black students at Innovation felt respected
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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 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 (Black & 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 Levels 1-4))	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Use of CLT time (45 min/week) to analyze progress monitoring data, develop tier 1 instructional supports, and develop/assess intervention plans.	Ongoing throughout the year - one meeting per week	Classroom teachers, reading specialists, principal, assistant principal	M-SS-1- Reading SOLs	Reading SOL Data: Black 62.9% Pass Rate (Gap 17.4%) Hispanic 61.5% Pass Rate (Gap 18.8%) Overall 80.3% Pass Rate
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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 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 (Black & 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 Levels 1-4))	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Creation of intervention blocks in the 4th and 5th grade master schedule to allow for targeted instruction.	1st quarter	Principal, assistant principal	M-SS-1- Reading SOLs	Reading SOL Data: Black 62.9% Pass Rate (Gap 17.4%) Hispanic 61.5% Pass Rate (Gap 18.8%) Overall 80.3% Pass Rate

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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, the pass rate for Black and Hispanic students on the end of course math SOL will increase by at least 10%.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Use of CLT time (45 min/week) to analyze progress monitoring data, develop tier 1 instructional supports, and develop/assess intervention plans.	Ongoing throughout the year - weekly meetings	Classroom teachers, math coach, principal, assistant principal	M-SS-3- Math SOLs	Math SOL Data: Black 60.0% Pass Rate (Gap 19.9%) Hispanic 64.3% Pass Rate (Gap 15.6%) Overall 79.9% Pass Rate
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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, the pass rate for Black and Hispanic students on the end of course math SOL will increase by at least 10%.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	Math workshop walkthroughs to identify the following: 1. Presence of number sense routine 2. Time on carpet 3. Effective use of problem-solving framework 4. Amount of time in small group 5. Meaningful engagement in appropriate independent work 6. Identify areas of need for professional learning	Second quarter, third quarter	Principal, Assistant Principal, Math Coach	M-SS-3- Math SOLs	Math SOL Data: Black 60.0% Pass Rate (Gap 19.9%) Hispanic 64.3% Pass Rate (Gap 15.6%) Overall 79.9% Pass Rate
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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 2024, at least 70% of staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey and a school-based end of year survey.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.	Survey staff immediately following PL that occurs at staff meetings and early release days to assess relevance to their work. ILT will review the results and make decisions about future offerings.	Ongoing throughout the year	Principal, Assistant Principal, Lead Teacher	M-EW-8- YVM Staff: PL results	YVM Survey Results: How relevant are the school-based professional learning opportunities to your work - 39%
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