

Strategic	Strategic Plan Performance	School Performance Goals	Strategic Plan Strategies-	Strategic Plan	School Actions (1 action per row) - 3-4	Timeline for	Responsible &	Strategic Plan	Baseline Data
Student Success	PO-SS-1-By 2023, 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 for both Langston & New Directions) 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 (Langston: Hispanic; New Directions: Black, ELs) ~ at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (Langston: ELs)	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.		ELA teachers will develop and administer quarterly benchmark assessments and use that data to identify topics/skills that require additional instruction for all students as well as specific students in need of Tier 2/3 interventions. Use Growth Measure data to determine Lexile score. Use HMH unit tests. EL teachers will be apart of Langston referral committee to dertermine if appropriate support/placement for identified students.	Sept - June	ELA teachers	M-SS-18-Subject Specific Formative Assessment	Langston: Reading SOL (Aggregate-All Grades) – Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)-40% Black: 67 % (no gap) Hispanic: 26% (14% gap) EL's: 13% (27% gap) SWD: 83% (no gap) Economically Disadv: 30 % (10% gap) New Directions: Reading SOL (Aggregate-All Grades) – Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)-44.4% Black: 25% (19% gap) Hispanic: 50% (no gap) EL's: 3% (11% gap) SWD: 50_% (no gap) Economically Disadv: 50% (no gap)
Student Success	PO-SS-1-By 2023, 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 for both Langston & New Directions) 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 (Langston: Hispanic; New Directions: Black, ELs) ~ at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (Langston: ELs)	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.		ELA tand EL (co) teachers will participate in SIOP training (refresher course for those who have completed in previous years and full training for any teachers who have not completed), create an EL support class for students w/Lexile score below 800, enroll in Frontline Lexia self-paced course and participate in quarterly planning days.	Sept - June	ELA and EL teachers	M-SS-18-Subject Specific Formative Assessment	see above
Student Success	PO-SS-1-By 2023, 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 for both Langston & New Directions) 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 (Langston: Hispanic; New Directions: Black, ELs) ~ at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (Langston: ELs)	S-SS-3-Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships.		ELA teachers will use Lexia Power Up program 3x/week (30 min) with students in need of Tier 2/3 interventions	Sept - June	ELA teachers	M-SS-18-Subject Specific Formative Assessment	see above

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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 for both Langston & New Directions) will be reduced by at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (Langston: SWD).	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Math teachers and Sped (co) teachers will have same planning period to plan, review and adapt newly adopted math resources (includes resources for struggling students and extra math problem examples), and track progress of SWD, and plan Tier 2/3 interventions for specific SWD.	Sept - June	Math teachers Sped Teachers	M-SS-3- Math SOLs	Langston Math SOL (Aggregate-All Grades) – Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)-69.2% Black: N/A Hispanic: 80% (no gap) EL's: 75% (no gap) SWD: 33% (36% gap) Economically Disadv: 67% (2% gap) 7 Test Takers in Alg 1 - all Hispanic (1 SWD) (6 were EL's) 6 Test Takers in Geometry - 2 Black (both SWD), 3 Hispanic (2 were EL's), 1 White New Directions Math SOL (Aggregate-All Grades) – Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)-57.1% Hispanic: 57% (no gap) EL's: 60% (no gap) SWD: 100% (no gap) 7 Test Takers in Alg 1 - all Hispanic
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 for both Langston & New Directions) will be reduced by at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (Langston: SWD).	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Build IS or SOAR block in schedule for repetition, joinmyqixx.com, Delta math one on one instruction, test taking skills.	Sept - June	Math teachers Sped Teachers	M-SS-3- Math SOLs	see above
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 for both Langston & New Directions) will be reduced by at least a 10% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure (Langston: SWD).	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Classroom observations and training on differentiated instruction from Secondary Math Specialist	October - March	Kim Cordell	M-SS-3- Math SOLs	see above

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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 Langston/ND students will respond favorably on the survey category student social, emotional, and mental health.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		SEL lessons through weekly intervention period	Ongoing, weekly 30 minutes.	SEL Lead and team, counselors, teachers.	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	YVM "Your Voice Matters Survey. Langston: 2020 (15) 53% 2022 (26) 39%. New Direction: 2020 (12) 64% 2022 (11) 36%
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 Langston/ND students will respond favorably on the survey category student social, emotional, and mental health.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		Individual student meetings that address social/emotional supports. Develop and build a Student Council to encourage student voice and choice.	Sept - June	Counselors and Principal	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	YVM "Your Voice Matters Survey. Langston: 2020 (15) 53% 2022 (26) 39%. New Direction: 2020 (12) 64% 2022 (11) 36%
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 Langston/ND students will respond favorably on the survey category student social, emotional, and mental health.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		Teachers incorporating SEL activities, mindfulness, and other similar strategies into their instruction.	Sept - June	Teachers	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	YVM "Your Voice Matters Survey. Langston: 2020 (15) 53% 2022 (26) 39%. New Direction: 2020 (12) 64% 2022 (11) 36%
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.	By 2024, Langston/ND staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by 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.		Develop and build Instructional Leadership Team, Student Intervention Team and Climate and Culture Committee.	Sept - June	Principal, teachers and counselors	M-EW-4- YVM Staff: Climate Results	YVM "Your Voice Matters Survey New Directions/Langston 2020 (11- Langston only) Engagement 64%, Climate 60% 2022 (14) 52% Engagement 52%, Climate 55%
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.	By 2024, Langston/ND staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by 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.		Encourage and expect staff voice and choice and participation for school-based PL offerings.	Sept - June	All staff	M-EW-4- YVM Staff: Climate Results	YVM "Your Voice Matters Survey New Directions/Langston 2020 (11- Langston only) Engagement 64%, Climate 60% 2022 (14) 52% Engagement 52%, Climate 55%
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.	By 2024, Langston/ND staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by 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.		Continue Grading for Equity, Restorative Practice and No Place for Hate research and efforts.	Sept - June	All staff	M-EW-4- YVM Staff: Climate Results	YVM "Your Voice Matters Survey New Directions/Langston 2020 (11- Langston only) Engagement 64%, Climate 60% 2022 (14) 52% Engagement 52%, Climate 55%

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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.	On the 2024 YVM survey, at least 20% of the families will participate in the YVM survey and at least 80% will respond favorably on the YVM category Partnerships: Family Engagement	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Use social media outlets to popularize upcoming events, promote excellence and advertise opportunities.	Ongoing	Principal and staff	M-P-3- YVM Family: Engagement	YVM "Your Voice Matters Survey New Directions 2020 (less than 10) 2022 (less than 10) Langston 2020 (less than 10) 2022 (less than 10)
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.	On the 2024 YVM survey, at least 20% of the families will participate in the YVM survey and at least 80% will respond favorably on the YVM category Partnerships: Family Engagement	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Attend community civic association meetings amd events to build and strengthen relationships with stakeholders and share opportunities and ways to engage with school in support of student success and well-being.	Sept - June	Principal	M-P-3- YVM Family: Engagement	YVM "Your Voice Matters Survey New Directions 2020 (less than 10) 2022 (less than 10) Langston 2020 (less than 10) 2022 (less than 10) All N/A N/A
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.	On the 2024 YVM survey, at least 20% of the families will participate in the YVM survey and at least 80% will respond favorably on the YVM category Partnerships: Family Engagement	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Connect community partners who offer skills, services and support that strengthen instructional amd social initiatives.	Ongoing	Principal and staff	M-P-3- YVM Family: Engagement	YVM "Your Voice Matters Survey New Directions 2020 (less than 10) 2022 (less than 10) Langston 2020 (less than 10) 2022 (less than 10)