

Strategic Plan Goal Area (Dropdown)	Strategic Plan Performance Objectives (Dropdown)	School Performance Goals	Strategic Plan Strategies - PRIMARY (Dropdown)	Strategic Plan Strategies - ADDITIONAL (Dropdown)	School Actions	Timeline for Actions	Responsible & Accountable Parties (Be Specific)	Strategic Plan Measures (Dropdown)	Baseline Data Comparison Data Taylor Data Wall Taylor DIBELS Data
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	<p>Students in Special Education will improve reading achievement as measured by the end of the year Reading SOL from a pass rate of 63% for the 2021-22 school year to 73% for the 2022-23 school year.</p> <p>Students who are identified as ELL will improve reading achievement as measured by the end of the year Reading SOL from a pass rate of 54.2% to 64.2% for the 2022-23 school year.</p>	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.	<ul style="list-style-type: none"> - implementation of core CKLA curriculum - differentiation and support of core CKLA curriculum - teams of teachers collaborating around instructional planning - professional learning focused on the implementation of CKLA curriculum 	ongoing	Classroom teachers, special education teachers, ELL teachers, reading specialist, RTG	M-SS-1-Reading SOLs	<p>Of our 3rd - 5th grade students on the VGA BOY 18% of the students will require additional support, 7% of our students may require additional support and 74% of our students are most likely prepared for grade level material. 13 of the students who required additional support receive special education services and 6 of the students are English language learners.</p> <p>According to our SOL data from the previous year, SY2122: -63.6% of our students with disabilities passed where as 89.8% of our students without disabilities passed -54.2% of our students who are identified as ELL passed -the overall pass rate of our students was 86.6%</p>
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	<p>Students in Special Education will improve reading achievement as measured by the end of the year Reading SOL from a pass rate of 63% for the 2021-22 school year to 73% for the 2022-23 school year.</p> <p>Students who are identified as ELL will improve reading achievement as measured by the end of the year Reading SOL from a pass rate of 54.2% to 64.2% for the 2022-23 school year.</p>	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.	<ul style="list-style-type: none"> - use of DIBLES data to determine student need and small group - use of classroom assessments and VGA to determine students who might need extra support with comprehension - implementation of small group reading intervention instruction, both multisensory reading approach and comprehension based as needed 	ongoing	Classroom teachers, special education teachers, ELL teachers, Admin, reading specialist, RTG	M-SS-1-Reading SOLs	see above
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 May 2023, students who scored in the intensive support level on the BOY DIBELS will move to the strategic support or above level by the end of the year	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		- Implementation of phonics program implementation	ongoing	Classroom teacher, special education teacher, ELL teacher	M-SS-9-DIBELS	Current of the 441 students who have DIBELS scores reported, 36 students are identified for intensive support, which is 8% of our student population. Of the 36 students who are identified as needing intensive support, 18 students received special education services and 8 students receive ELL services. Two of the students receive both ELL and SPED supports and instruction.

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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 May 2023, students who scored in the intensive support level on the BOY DIBELS will move to the strategic support or above level by the end of the year			- use of DIBLES data to determine student need and small group - implementation of small group reading intervention instruction, both multisensory reading approach and comprehension based as needed	ongoing	Reading teacher, classroom teacher, special education teacher, ELL teacher	M-SS-9-DIBELS	see above
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	<p>Students in Special Education will improve math achievement as measured by the end of the year Math SOL from a pass rate of 52% for the 2021-22 school year to 62% for the 2022-23 school year.</p> <p>Students who are identified as ELL will improve math achievement as measured by the end of the year Math SOL from a pass rate of 40% to 50% for the 2022-23 school year.</p>	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.	- use of new math resrouces, Envision in planning and delivery	ongoing	Classroom teachers, special education teachers, ELL teachers, Admin, math coach, RTG	M-SS-6-Universal Math Screener	<p>Based on our BOY MI data 91 of our 420 students who took the MI scored in the below basic level, which is 22%. 25 of these students (27%) were identified as receiving special education services and 15 (16%) of them are receiving ELL services.</p> <p>BOY VGA scores for grades 3, 4, 5 we have 35% of our students who will need additional support, 15% of our student may need additional support and 50% of our students are most likely prepared for grade level content. 13 of the students who require additional support are English language learners and 15 of the students recieve special education services.</p> <p>According to our SOL data from the previous year, SY2122: -52.2% of our students with disabilities passed where as 84.6% of our students without disabilites passed -40% of our students identified as ELL passed -the overall pass rate of our students was 80.7%</p>

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	Students in Special Education will improve math achievement as measured by the end of the year Math SOL from a pass rate of 52% for the 2021-22 school year to 62% for the 2022-23 school year. Students who are identified as ELL will improve math achievement as measured by the end of the year Math SOL from a pass rate of 40% to 50% for the 2022-23 school year.	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.	- teams of teachers collaborating in math planning	ongoing	Classroom teachers, special education teachers, ELL teachers, Admin, math coach, RTG	M-SS-6-Universal Math Screener	see above
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	Students in Special Education will improve math achievement as measured by the end of the year Math SOL from a pass rate of 52% for the 2021-22 school year to 62% for the 2022-23 school year. Students who are identified as ELL will improve math achievement as measured by the end of the year Math SOL from a pass rate of 40% to 50% for the 2022-23 school year.	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.	- continued implementation of math workshop and high quality instruction in classrooms	ongoing	Classroom teachers, special education teachers, ELL teachers	M-SS-6-Universal Math Screener	see above
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	Students in Special Education will improve math achievement as measured by the end of the year Math SOL from a pass rate of 52% for the 2021-22 school year to 62% for the 2022-23 school year. Students who are identified as ELL will improve math achievement as measured by the end of the year Math SOL from a pass rate of 40% to 50% for the 2022-23 school year.	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.	- Bridges support for small group	ongoing	Interventionist, classroom teacher	M-SS-6-Universal Math Screener	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.	By the end of the school year, 100% of students will be able to identify one trusted adult at Taylor Elementary School.	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	- implementation of morning meeting across all grade levels	ongoing	Classroom teachers	M-SWB-9-YVM Student: Social, Emotional, and Mental Health	Based on our baseline data from 201 of our 3,4,5 grade students, 85% of them can identify one trusted adult in the building.
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 the end of the school year, 100% of students will be able to identify one trusted adult at Taylor Elementary School.	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	- support provided around responsive classroom strategies	ongoing	Counselor, Admin	M-SWB-9-YVM Student: Social, Emotional, and Mental Health	Based on our baseline data from 201 of our 3,4,5 grade students, 85% of them can identify one trusted adult in the building.
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 the end of the school year, 100% of students will be able to identify one trusted adult at Taylor Elementary School.	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.	- use of common language around behavior expectations, to provide consistency for students	ongoing	Classroom teachers, special education teachers, ELL teachers, Counselor, Admin	M-SWB-9-YVM Student: Social, Emotional, and Mental Health	Based on our baseline data from 201 of our 3,4,5 grade students, 85% of them can identify one trusted adult in the building.
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 the end of the school year, 100% of students will be able to identify one trusted adult at Taylor Elementary School.	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.	- small groups pulled based on classroom observations and data	ongoing	Counselors	M-SWB-9-YVM Student: Social, Emotional, and Mental Health	Based on our baseline data from 201 of our 3,4,5 grade students, 85% of them can identify one trusted adult in the building.
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 the end of the school year, 100% of students will be able to identify one trusted adult at Taylor Elementary School.	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.	- SEL lessons pushed into classrooms two times per month	ongoing	Counselors	M-SWB-9-YVM Student: Social, Emotional, and Mental Health	Based on our baseline data from 201 of our 3,4,5 grade students, 85% of them can identify one trusted adult in the building.
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 the end of the 2223 school year staff will have an overall average of 75% on the staff engagement and climate, as indicated by the YVM survey,	S-EW-1-Recruit, retain, and advance high-quality employees.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	- staff recognition program	Q1 launch	Admin	M-EW-4- YVM Staff: Climate Results	Your Voice Matters Survey Employee Voice: 19% Professional Learning: 22% Staff Engagement: 41% Workplace Climate: 44%
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 the end of the 2223 school year staff will have an overall average of 75% on the staff engagement and climate, as indicated by the YVM survey,	S-EW-1-Recruit, retain, and advance high-quality employees.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	- 1:1 meetings over the summer	Summer	Principal	M-EW-4- YVM Staff: Climate Results	Your Voice Matters Survey Employee Voice: 19% Professional Learning: 22% Staff Engagement: 41% Workplace Climate: 44%

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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 the end of the 2223 school year staff will have an overall average of 75% on the staff engagement and climate, as indicated by the YVM survey,	S-EW-1-Recruit, retain, and advance high-quality employees.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	- build collective efficacy of teams, through structured support and instructional feedback	ongoing	Admin, coaches, teachers	M-EW-6- YVM Staff: Engagement Results	Your Voice Matters Survey Employee Voice: 19% Professional Learning: 22% Staff Engagement: 41% Workplace Climate: 44%
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 end of the year we will have a 5% increase in our student and family engagement on the Your Voice Matters survey from 87% to 92%.	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	- Partnership with PTA executive board	ongoing	Admin, teacher representative,	M-P-3- YVM Family: Engagement	Currently our percentages for the breakdown in the community YVM survey Family Engagement - 87% Home and community - 87% School Climate - 91% High Expectations - 74% Well-being, SE Health, Mental Health - 86% Student safety - 73%
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 end of the year we will have a 5% increase in our student and family engagement on the Your Voice Matters survey from 87% to 92%.	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	- Responsive phone calls and emails home to school successes and incidents - 24 hour response rate	ongoing	Admin, Teachers	M-P-3- YVM Family: Engagement	Currently our percentages for the breakdown in the community YVM survey Family Engagement - 87% Home and community - 87% School Climate - 91% High Expectations - 74% Well-being, SE Health, Mental Health - 86% Student safety - 73%
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 end of the year we will have a 5% increase in our student and family engagement on the Your Voice Matters survey from 87% to 92%.	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	- Seek community feedback on Taylor Traits - Build into weekly communication to families - Kind Determined Safe postcards	August	Admin	M-P-3- YVM Family: Engagement	Emails and feedback from community in the summer, Parent meet and greets in July/August prior to school
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 end of the year we will have a 5% increase in our student and family engagement on the Your Voice Matters survey from 87% to 92%.	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	-Weekly communication to families via a weekly newsletter	August	Admin	M-P-3- YVM Family: Engagement	- weekly communication community Taylor Times

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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 the end of the year we will have a 5% increase in our student and family engagement on the Your Voice Matters survey from 87% to 92%.	S-P-4-Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	Weekly teacher emails to families	August	Teachers	M-P-3- YVM Family: Engagement	weekly emails to families