

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 May 2023, opportunity gaps on the Algebra 1 SOL will be reduced by the following goal: -Students identified as EL will have a 5% gap reduction. - Students identified as Hispanic will ave a 5% gap reduction. -Students identified as SWD will have a 4% gap reduction	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.	Identify students that are identified EL, Hispanic, SWD whose unit assessments are below 70% Identify SOL strands for targeted instruction. Provide Tier 1,2 3 instruction and monitor progress every 3 weeks.	WIDA 1-4, 6 students will be identified by September. Progress checks every 3 weeks	teacher, SIOP coach, math coach , principal	M-SS-3- Math SOLs	All students had a pass rate of 74% on the Spring 2022 EOC Algebra I assessment. - EL 60%; Hispanic 62%; SWD-70%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments	By May 2023, opportunity gaps on the Algebra 1 SOL will be reduced by the following goal: -Students identified as EL will have a 5% gap reduction. - Students identified as Hispanic will ve a 5% gap reduction. -Students identified as SWD will have a 4% gap reduction	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.	Algebra I teachers will implement SIOP strategies with fidelity during Tier 1 instruction.	Sept- June; progress checks every 3 weeks	teacher, SIOP coach, math coach , principal	M-SS-3- Math SOLs	All students had a pass rate of 74% on the Spring 2022 EOC Algebra I assessment. - EL 60%; Hispanic 62%; SWD-70%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments	By May 2023, opportunity gaps on the Algebra 1 SOL will be reduced by the following goal: -Students identified as EL will have a 5% gap reduction. - Students identified as Hispanic will ve a 5% gap reduction. -Students identified as SWD will have a 4% gap reduction	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 and 3 interventions will be provided to students by a math teacher during Archers period and monitored every 3 weeks.	Sept- June; progress checks every 3 weeks	teacher, SIOP coach, math coach , principal	M-SS-3- Math SOLs	All students had a pass rate of 74% on the Spring 2022 EOC Algebra I assessment. - EL 60%; Hispanic 62%; SWD-70%
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments	By May 2023, opportunity gaps on the Reading SOL will be reduced by the following goal: Students identified as Black, Hispanic, and SWD will have a 5% gap reduction. Students identified as EL will have a 15% gap reduction.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Identify Students that are identified Black and Hispanic and are reading below grade level. Identify SOL strands for targeted instruction. Provide Tier 1, 2, 3 interventions for students below grade level and progress monitor Monitor progress through the Growth Measure and additionally for our EL Institute, using the Fountas and Pinnell Leveled Reading	Oct/ Nov/ MOY/ EOY; every 3 weeks PM	English Teachers Reading Specialist Administration	M-SS-1- Reading SOLs	2018-2019- Overall 77%; Black 83%; Hispanic 60%; EL 50%; Economically Disadv. 56%; SWD 63% 2020-2021- Overall 88%;Black 80%; Hispanic 75%; EL 37%; Economically Disadv. 68%; SWD 93% 2021-2022- Overall 92%; Black 78%; Hispanic 79%; EL 40%; Economically Disadv. 68%; SWD 86%

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments	By May 2023, opportunity gaps on the Reading SOL will be reduced by the following goal: Students identified as Black, Hispanic, and SWD will have a 5% gap reduction. Students identified as EL will have a 15% gap reduction.	S-SS-2-Deliver curriculum through innovative and relevant						

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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 May 2023, ACC staff will respond favorably at 70% or better on staff engagement and climate as indicated by YVM survey:	S-EW-4-Develop integrated approaches that promote employee health and wellness.		Integrate time for regular feedback via surveys, circle time, staff advisories to improve open communication.	-Midyear survey administered in January. - End of year survey administered in May. - Grade level, program, leadership teams utilize circles at every meeting. - Staff and parent chats quarterly with admin, program leads. - "ACC Archer Hero"	admin;program leads, team leads, all staff	M-EW-4- YVM Staff: Climate Results	Last year, in the category of staff engagement (54% Overall), 46% of staff responded favorably to Q4-" To what extent do I enjoy going to work" and 51% responded favorably to Q6 "Describe the atmosphere around open communication". In the category of climate (58% Overall), 16% of staff responded positively to Q9 "how often have you received recognition for doing good work?". 68 out of 179 staff responded to the survey.
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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 May 2023 at least 85% of ACC families will respond favorably on the YVM survey categories teacher communication with parents and teachers partnering with parents to support child's learning.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Workshops on how to monitor student academic progress, student college and career readiness goals, IEP/504 accommodations process will be provided.	Oct- May	FACE action team & DEI	M-P-6- FACE Policy Checklist	Last year, in the category of family engagement (82% Overall), 79% of families responded favorably to Q5- "How supportive is your child's school if you need help addressing your child's needs?" 72% responded favorably to Q6 "Does yours child's school provide learning opportunities about supporting your child's well-being?" 65% of families responded favorably to Q7 "How well do teachers and staff at your child's school communicate with you?" And, 52% of families responded favorably to Q8 "How well do your child's teachers partner with you to support your child's learning?" 180 families responded.
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 May 2023 at least 85% of ACC families will respond favorably on the YVM survey categories teacher communication with parents and teachers partnering with parents to support child's learning.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Identify families that do not readily access communication electronically and provide support with access (SchoolTalk, email, ParentVue, Canvas Talking Points); provide Tier 2, 3 supports on how to help all families access communication.	Oct- May	FACE action team & DEI	M-P-6- FACE Policy Checklist	Last year, in the category of family engagement (82% Overall), 79% of families responded favorably to Q5- "How supportive is your child's school if you need help addressing your child's needs?" 72% responded favorably to Q6 "Does yours child's school provide learning opportunities about supporting your child's well-being?" 65% of families responded favorably to Q7 "How well do teachers and staff at your child's school communicate with you?" And, 52% of families responded favorably to Q8 "How well do your child's teachers partner with you to support your child's learning?" 180 families responded.
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