

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 row)	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 the end of the 2022-23 school year, opportunity gaps on the Reading SOL will be reduced by the following tiered goal: at least a 8% gap reduction for any reporting group with a gap between 12-15% on the baseline measure at least a 15% gap reduction or any reporting group with a gap between greater than 20% on the baseline measure	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		-use diagnostics assessments to identify a targeted intervention -Targeted intervention based upon diagnostic testing -Use co-teaching strategies while also identifying and implementing flexible groups for target Tier 1 small groups and Tier 2/3 Interventions with progress monitoring -Falcon time Interventions and extensions -CLT kid talks -Lexia labs	Ongoing - Sept- June	Literacy Coaches, classroom teachers, Principal and AP	M-SS-1- Reading SOLs	Reading SOL - 2021-22 (VDOE) Pass Rate for All students: 78% Asian - 75% Black - 79% Hispanic-63% (15% gap) SWD- 47% (29% gap) EL- 47% (29% gap)
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, at least 90% of students who scored in the Intensive, Strategic, or Core on the beginning of year DIBELS will demonstrate at least one year of growth. In addition, at least 90% of students who scored in Core Plus on the beginning of year DIBELS will remain in Core Plus on the end of year DIBELS.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		-use diagnostics assessments to identify a targeted intervention -maintaining a heavy focus on phonics based instruction and using 95% and Heggerty to fidelity -use co-teaching strategies while also identifying and implementing flexible groups for target Tier 1 small groups and Tier 2/3 Interventions with progress monitoring. Coaching Cycles	Ongoing - Sept- June	Literacy Coaches, PALS tutors, classroom teachers, SMART goals Grades K and 1, Principal and AP	M-SS-9- DIBELS	DIBELS (BOY/EOY) - 2021-22 - % in Intensive or Strategic Overall- 35%/34% 5th- 29%/28% 4th- 33%/33% 3rd- 40%/43% 2nd- 38%/32% 1st-41%/34% Kinder- 37%/40%
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 will be reduced by the following tiered goal: at least a 8% gap reduction for any reporting group with a gap between 13-15% on the baseline measure at least a 15% gap reduction or any reporting group with a gap greater than 20% on the baseline measure	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		-Tier One Instruction with fidelity of math workshop- emphasis on number sense routines and inquiry questions derived from Student- I can statements. Staff will implement the Bridges Intervention program for K-5. -Continue to pre-assess earlier in the pacing to better be able to differentiate instruction. -Allow for repeated retakes after reteaching. -Provide Professional Development opportunities around Mathematics Instruction - eg. but not limited to, -Graham Fletcher Building Fact Fluency, M3, Math Workshop Content Academy- coaching cycles.	Ongoing - Sept- June	Math Coach, SOL remediation tutors, classroom teachers, SMART goals Grades 2-5, Principal and AP	M-SS-3- Math SOLs	Math SOL - 2021-22 (VDOE) Pass Rate for All students: 78% Asian - 76% Black - 74% Hispanic-65% (13% gap) SWD- 45% (33% gap) EL- 65% (13% gap)
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								

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Student Success	PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.	By May 2023, at least 70% of students with disabilities will spend 80% or more of their school day in a general education setting	S-OE-2-Provide high-performance learning and working environments that support Universal Design for Learning standards.	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students	co-teaching cohort, book study, accommodations, class groupings, and monitoring through each IEP meeting	Ongoing - Sept- June	Sped teachers, EL teachers, classroom teachers, Co-teaching cohort, Student support coordinator, AP and Principal	M-SWB-6- % of time SPED students spend in GenEd environments	Current: 58% spend 80% of their day in general education setting
Student Well-Being	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.	Increase the % of favorable responses by students by 10-15% on the 2024 YVM survey category - Student Social, Emotional and Mental Health as compared to the baseline	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.	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	-Implement Responsive Classroom School Wide, Implement School wide expectations- C.A.R.E.S. Equity Committee- Plan events school initiatives, use books, display posters, include presenters at school who reflect student's culture and history. -Use of Morning News, Counselors will be intentional with promoting student's culture and history in their lessons. -Morning News and School wide Monthly morning meetings and school wide morning meetings each day, Principal chats	Ongoing - Sept- June	All staff, Responsive Classroom and Equity Committees, AP, and Principal	M-SWB-9- YVM Student: Social, Emotional, and Mental Health M-SWB-10-YVM Student: School Safety	YVM (2022) Student Well-Being: Student Social, Emotional, Mental Health- 57% favorable response
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.	On the 2024 YVM survey, at least 75% of Alice West Fleet will respond favorably on staff engagement and climate	S-EW-4-Develop integrated approaches that promote employee health and wellness.		-The opportunity for staff to share positive feedback on classroom daily routines and celebrating what is going well or areas of growth such as: Staff meeting Shout outs, Staff Surveys (Mid year and EOY) -BOY and EOY meetings with Evaluators, Observation Feedback and shared decision making such as: rewriting mission/vision statements, development of school initiatives such as Responsive Classroom.	Ongoing - Sept- June	All staff, AP, and Principal	M-EW-6- YVM Staff: Engagement Results	YVM (2022) Engaged Workforce: Staff Engagement- 62% favorable response Engaged Workforce: Workplace Climate- - 60% favorable response
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 90% of							