

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 (Generally 1 action per row - 3-4 actions per goal but can exceed)	Timeline for Actions	Responsible & Accountable Parties (Be Specific)	Strategic Plan Measures (Dropdown)	Baseline Data
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 the end of the 2022-2023 school year, the number of students below basic on the Math Inventory will decrease from 10.87% to 6% or below.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		1. Grade level CLTs will implement the Professional Learning Communities (PLC) model for common planning and data analysis to inform instruction. Collaborative Formative and Summative assessments.	Weekly, Sept- June	1. Administrative Team & Math Coach 2. Math Coach 3. Grade Level Math, SPED, EL teachers 4. Grade Level Math, SPED, EL teachers 5. Grade Level Math, SPED, EL teachers	M-SS-6- Universal Math Screener	Math SOL (Aggregate-All Grades) –Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)- 94% Black: 79% (15% gap) Hispanic: 88% (6% gap) EL's: Not reported on VDOE- subgroup too small SWD: 68% (26% gap) Economically Disadv. 87% (7% gap) Baseline Data
					2. Continued mathematics professional development for all teachers of mathematics offered by the Math Coach with a focus on Number Sense Routines, Math Workshop Model and Elements of Personalized Learning to support the universal classroom.	Ongoing, Sept-June	Math Coach, Math Teachers	M-SS-6- Universal Math Screener	see above
					3. Implementation of Delta Math, Desmos and Dreambox in the universal whole classroom population to support student growth. 4. Implement Sheltered Instruction Observation Protocol strategies (SIOP).	Ongoing, Sept-June		M-SS-6- Universal Math Screener	see above
					5. Teacher smart goal alignment with intervention programs and progress monitoring throughout the year.	Ongoing, Sept-June		M-SS-6- Universal Math Screener	see above
					6. Assign identified students to Wolf Time Intervention where students will receive personalized instructional support.	Ongoing, Oct-June		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.	By the end of the 2022-2023 school year, WMS (with concentrated interventions on gap groups, HB410 students, and SWD) will demonstrate an increase of at least 15% on two identified power standards (main idea and summarizing) reported by the VDOE Growth Assessments, standard based assessments, and the Virginia SOL.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		1. Strategic small group support during Wolf Time - identified by HB410, HMH Growth Assessment, DIBELS monitoring, and teacher recommendation/observation 2. Classroom instruction focusing on power standards, utilizing HMH Curriculum and other instructional resources 3. Using Lexia program and the lessons with individual students to increase student performance and knowledge based in the Science of Reading 4. Utilizing 95% group resources and instructional materials such as phonic chip kits, multisyllabic routine cards, comprehension toolkit, and vocabulary surge to build word knowledge to ultimately help increase comprehension 5. Retaching and retakes on summative assessments	1. Rotation 1 began October 17, 2022-June 2023 2. CLT work Tuesdays and Thursdays weekly, to support this growth and planning for daily classroom instruction throughout the entire school year 3. Grade 6 Reading - weekly units assigned throughout the entire year, 7th and 8th grade in Wolf Time and Self-Contained classes starting October 17th 4. Wolf Time starting October 17th and monitored through the entire school year 5. Throughout school year in classroom, planning by CLTs	Grade level ELA, Sped, EL teachers	M-SS-1- Reading SOLs	VDOE Growth Assesment - more detailed data spreadsheet linked here #1 Identify the main idea. (6.6B/7.6G/8.6H) BOY Percentage Answered Correctly: 58.3% #2 Summarize Information (6.6C/7.6H/8.6I) BOY Percentage Answered Correctly: 56.8%

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 (Generally 1 action per row - 3-4 actions per goal but can exceed)	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 the end of the 2022-2023 school year, the number of students who respond "Yes" in response to the question regarding having a trusted adult at school will increase from 78% to 85%.	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		<ol style="list-style-type: none"> 1. Implementation of SEL lessons through TA class. 2. School counselor led classroom lessons around a variety of subjects to included mental health awareness 3. Small group and individual counseling 4. School Counseling check-ins 5. Academic/Career Planning lessons 	<ol style="list-style-type: none"> 1. Weekly for the year 2. Quarterly 3. Ongoing 4. Ongoing 5. February 	<ol style="list-style-type: none"> 1. TA Teachers and SEL Lead & Committee 2. School Counselors 3. Student Services Department 4. School Counselors 5. School Counselors 	M-SWB-2- YVM Students can identify a trusted adult	2022 Your Voice Matters Survey: 78% responding that they have an adult in the school building to talk to about personal or academic concerns
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 22-23 school year 70% of families will respond favorably that home school communication meets their needs. In addition to this 60% of families will respond favorably in the area of home school partnership to support student learning.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		<ol style="list-style-type: none"> 1. Participate in monthly PTA meetings 2. Create and share a quarterly school newsletter 3. Host a quarterly "Principal's Chat" 4. Host quarterly "Parent Coffee" events that focus on a variety of topics to help parents support their children 5. Increase survey response rate 	<ol style="list-style-type: none"> 1. Ongoing 2. Qtr 2-4 3. Qtr 2-4 4. Qtr 1-4 	<ol style="list-style-type: none"> 1. WMS Staff 2. WMS Admin Team 3. Principal 4. Student Services 	M-P-3- YVM Family: Engagement	According to the Spring 22 YVM survey 81% of WMS families responded favorably in the area of family engagement.
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 22-23 school year 30% of staff will respond favorably that they are receiving recognition for the work that they do.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.			Ongoing	WMS Admin Team		