

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 the end of the 2022-23 school year, opportunity gaps on the Reading SOL will be reduced by the following goal: at least a 5% gap reduction between students with disabilities and all students at ATS across all grade levels	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.		<p>Action A - Monitor &amp; Support Tier 1 Instruction</p> <ol style="list-style-type: none"> <li>1) Engage instructional leadership and members of the curriculum and instruction committee in instructional rounds/critical friends aimed at observing ELA and the new curriculum (CKLA) implementation across grade levels with the goal of developing and sharing best practices of high quality tier 1 instruction across ATS</li> <li>2) Teach daily explicit systematic phonemic awareness instruction PreK- 2 (Heggerty) and phonics instruction PreK-3 (Foundations), vocabulary 4-5 (CKLA Imbedded).</li> <li>3) Monitor Lexia Core 5 (phonemic awareness, phonics, fluency, vocabulary, comprehension), for students hitting benchmarks PreK-5 to accelerate learning.</li> <li>4) Teach Interactive read alouds to build language comprehension (background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge).</li> <li>5) Read aloud to students during art and music to build background knowledge and strengthen language comprehension.</li> <li>6) Create anchor charts highlighting academic vocabulary.</li> </ol> <p>Action B - Review and disaggregate assessment data from (list assessments) and identify students in need of Tier 2/3 interventions</p> <ol style="list-style-type: none"> <li>7) Analyze and share SOL data with staff during pre-service and initial CLTs</li> <li>8) Identify students in grades K-5 who are not meeting benchmark on beginning of year reading screeners and identify students who did not pass their 2021 SOL in order to drive interventions</li> <li>9) Monitor DIBELS to accelerate learning.</li> </ol> <p>Action C - Implement Tier 2/3 interventions using (list tools) and monitor progress</p> <ol style="list-style-type: none"> <li>10) Follow the Student Support Process and provide strategic reading interventions for targeted students and monitor progress every 2-4 weeks to accelerate learning.</li> <li>11) Monitor student academic learning and plan in weekly CLT Meetings led by Reading Specialists.</li> <li>12) Creation of Special Education Committee led by Dept. Lead and SSC to support adult learning and to build capacity for special education staff</li> </ol> <p>Action D - Foster School Wide Literacy Culture with a goal of every child meeting grade-level benchmark at the end of the year.</p> <ol style="list-style-type: none"> <li>13) Design annual Summer Reading Challenge and Carnival Day and reading programs throughout the year.</li> <li>14) Assign nightly reading homework (reading logs).</li> <li>15) Creation of "First Page Fridays" section of hallway highlighting student-centered recommendations on high-interest books students are currently reading</li> </ol>	<ol style="list-style-type: none"> <li>1) Monthly</li> <li>2) Daily</li> <li>3) Ongoing (at least weekly)</li> <li>4) Daily</li> <li>5) Weekly</li> <li>6) As needed throughout the year</li> <li>7) BOY CLTs/Staff Meeting</li> <li>8) BOY &amp; Ongoing throughout SY22-23 as needed</li> <li>9) Quarterly</li> <li>10) Ongoing throughout SY22-23</li> <li>11) Weekly</li> <li>12) 1x/Month</li> <li>13) Late Winter/Early Spring 2023</li> <li>14) Nightly</li> <li>15) 1x/week</li> </ol>	Principal, assistant principal, reading specialists, classroom teachers, special education teachers	M-SS-9-DIBELS	During the 2021-22, school year, there was a 19% achievement gap between student with disability sub group and all students in the Reading SOL for ATS students. Students with disabilities scored 77% proficient while all students achieved proficiency at a 96% rate.

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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 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 5% gap reduction between students with disabilities and all students at ATS across all grade levels	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.		Action A) Action A - Monitor & Support Tier 1 Instruction 1) Teach Calendar Math (grades K-4) and provide nightly math homework (grades 1-5) 2) Monitoring data and intentionally leveraging Dreambox and Reflex to build conceptual understanding and fact fluency to accelerate learning. 3) Support development of number sense routines, flexible groupings for targeted instruction, co-teaching and teaching concepts from concrete to pictorial to abstract. Action B - Review and disaggregate assessment data from (list assessments) and identify students in need of Tier 2/3 interventions 4) Monitor K-5 math achievement to measure growth for all students through Beginning of Year Math Inventory (MI) assessment at grades 1-5, Growth Assessments at grades 3-5, and Virginia Kindergarten Readiness Program (VKRP) at Kindergarten. 5) Work in weekly CLT grade level meetings led by the Math Coach to analyze data, unpack standards, highlight academic vocabulary, plan lessons and interventions. 6) Support students, following the Student Support Process, with math interventions such as Bridges and strategic targeted instruction with progress monitoring to accelerate learning. Action C - Implement Tier 2/3 interventions using (list tools) and monitor progress 7) Develop Teacher SMART Goals (grades 1-5) focusing on the Math Inventory data when appropriately identified through classroom level data analysis 8) Monitor for students to be proficient or higher on MI by the end of SY22-23 9) Participate in Continental Math League Contests (grades 2-5). 10) Creation of Special Education Committee led by Dept. Lead and SSC to support adult learning and to build capacity for special education staff	1) Ongoing throughout SY22-23 2) Ongoing throughout SY22-23 3) Ongoing throughout SY22-23 4) BOY and ongoing as needed 5) 1x/week 6) Ongoing as needed 7) October 2021 8) Ongoing throughout SY22-23 9) November - March 10) 1x/Month	Principal, assistant principal, math coach, classroom teachers, special education teachers	M-SS-3-Math SOLs	During the 2021-22, school year, there was a 21% achievement gap between student with disability sub group and all students in the Math SOL for ATS students. Students with disabilities scored 77% proficient while all students achieved proficiency at a 95% rate.

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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 2023 YVM survey, the percentage of ATS students who respond favorably to the subset of questions regarding trusted adults will increase from 77% in SY21-22 to 90% in SY22-23	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		1) Restructuring of CLT meetings to allow for dedicated time at the beginning/end of each CLT 1x week to discuss student-related concerns that need to be relayed to the whole team. 2) Creation of student nomination form for staff members to identify students who may require additional supports and/or to inform student support meetings with grade level team. The form will also allow school based staff to analyze the efficacy of interventions 3) Student support team (Counselors/psychologist/social worker/student support coordinator) has dedicated standing meeting time for case consultation. 4) Establishment of peer mentorship program aimed at increasing inclusion between students with significant disabilities and their peers who with mild or no disability. 5) Establishment of monthly student council cabinet meeting with administrators to increase student voice and affect change throughout SY22-23 6) Guidance counselors will provide regular lessons in classrooms on social emotional wellness and on developing positive relationships	1) 1x/Week 2) As needed throughout SY22-23. Presented to staff during October All-Staff mtg 3) 1x/Week 4) Late Fall 2022 5) 1x/Month 6) Weekly in all classrooms on a rotating basis	Principal, assistant principal, all ATS staff	M-SWB-2-YVM Students can identify a trusted adult	In the SY21-22 YVM survey, students at ATS responded favorably to the question: there is at least one adult who checks in on you if you need help or how you are feeling at 59 percent.
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 2023 YVM survey, the percentage of ATS staff who respond favorably to the subset of questions regarding engaged workforce: employee voice will increase from 20% in SY21-22 to 70% in SY22-23	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		1) Establish new focus for the staff climate and culture committee, this committee will work to identify areas of growth regarding staff culture and design a year-long objective aimed at improving areas of growth as identified by SY21-22 staff survey and climate committee-created survey administered in Fall 2022 2) Increase opportunities for staff culture building through strategic development of all-staff meeting agendas, school events, committees, and opportunities to collaborate across grade-levels 3) Increase opportunities for staff leadership through opportunities to lead committees, co-lead CLTs, presentations at all-staff meetings 4) Establishment of monthly staff council meetings with principal to discuss workplace culture and satisfaction to ensure a continuous feedback loop between staff and administration and to progress monitor the work of the culture and climate committee and the subsequent impact on school culture.	1) September 2022 - Meetings 1x/Month 2) Ongoing throughout SY22-23 3) Ongoing throughout SY22-23 4) 1x/Month following school climate and culture committee	Climate & Culture Committee members and co-chairs, Principal, assistant Principal	M-EW-6-YVM Staff: Engagement Results	In the SY21-22 YVM survey, staff at ATS responded favorably to the subset of questions pertaining to staff engagement - employee voice at 20 percent.

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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 2023 YVM survey, the percentage of ATS Families who respond favorably to the subset of questions regarding family engagement will increase from 83% in SY21-22 to 90% in SY22-23	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		1) Partner with the ATS PTA to increase accessibility to ATS community events including neighborhood liaisons who will help with play dates and meet and greets in different Arlington Neighborhoods 2) Examine our level of culturally responsive communication and work with our family liaisons to ensure that our communications is culturally competent 3) Submit weekly progress reports to families completed by teachers regarding their child's progress in the classroom and what content is being learned each week 4) Engaging new students and Purple Star families in targeted programming to increase connection in school. 5) Have all staff participate in Purple Star training to complete our Purple Star school accreditation application for SY22-23 6) Revamp the ATS school website to improve accessibility and ease-of-navigation for families	1) Ongoing throughout SY22-23 2) Ongoing throughout SY22-23 3) 1x/Week 4) Events early in SY22-23 5) August 26th, 2022 6) Fall 2022	Principal, assistant principal, PTA exec board, family liaisons, ATS Webmaster	M-P-3- YVM Family: Engagement	In the SY21-22 YVM survey, staff at ATS responded favorably to the subset of questions family engagement - at 83 percent.