

| 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 statments. 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 perform at the advanced level. | By May 2023, at least 90% of grade 1-5 students who scored in the below basic, basic, or proficient on the beginning of year Math Inventory will demonstrate at least one year of growth as defined on the Math Inventory growth charts. In addition, at least 90% of students who scored in advanced on the beginning of year Math Inventory will remain in advanced on the end of year Math Inventory | S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. | | -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 | Ongoing - Sept- June | Math Coach, classroom teachers, SMART goals Grades 2-5, Principal and AP | M-SS-6- Universal Math Screener | Math Inventory (BOY/EOY)- 2021-22 - % in Below Basic/Basic 5th- 64%/30% 4th- 68%/39% 3rd- 59%/20% 2nd- 66%/30% |

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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 the families at our school will respond favorably on student and family engagement: On the 2024 YVM survey, at least 80% of staff will respond favorably that there are strong family partnerships. | S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being. | | -Develop strong relationships through parent/school liaisons with Bilingual family specialis and the PTA community engagement coordinator. -Developing understanding of cultural differences and understanding needs of the diverse communities we below Developing capacity within the teams and PTA through training of F.A.C.E. (Family and Community Engagement). -With such Activities: development of the Partnership/engagement school wide committee, Principal chats, expanding partnerships with community organizations- Alice West Fleet Family, Soriory, Arlington Lodge, and Fort Myer Base (CDC) and community events- Science Night, International Festival, and PTA sponsored events. | Ongoing - Sept- June | Community Engagement/Partnership committee, AP and Principal | M-P-3- YVM Family: Engagement | YVM (2022) Partnerships: Family Engagement- 82% favorable response |