

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-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 at least 10% for every reporting group with a gap between 15%-40% on the baseline measure (Black, Hispanic, SWD) AND at least a 15% gap reduction for every reporting group with gap greater than 40% on the baseline measure (EL's).	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-4-Address unconscious racial bias by implementing implicit bias training throughout APS.	-ELA/Reading teachers ensure that every student is reading through book talks, library visits, reading during class time, reading conferences, author visits -ELA teachers ensure that each student reflects on their identity and is encouraged to read books in which they can see themselves (mirror books) and explore aspects of character and the work that is different from their identity (window books)	October - June	Classroom teachers, MSRT, Administrators	M-SS-1- Reading SOLs	On the 2021-22 SOL, Oportunity Gaps on the Reading SOL were as follows:  Avg Pass Rate at School (ALL)- 87.6% Black: -17.3%; Hispanic: -18.6% SWD: -31.9%
					-ELA District Department Liaison visits weekly for coaching and CLT/planning assessment -ELA Teachers trained in and integrate Kagan Structures and a workshop model to ensure every student receiving a high level English instruction	October - June	Classroom teachers, MSRT, Administrators	M-SS-1- Reading SOLs	On the 2021-22 SOL, Oportunity Gaps on the Reading SOL were as follows:  Avg Pass Rate at School (ALL)- 87.6% Black: -17.3%; Hispanic: -18.6% SWD: -31.9%
					-ELA/Reading teachers monitor student skills and provide tier one support in classrooms for students who are not demonstrating mastery -ELA/Reading teachers identify students who need additional support and provide targeted instruction through 1-on-1 conferences and small group instruction and document progress on Individual Literacy Growth Plan.	October - June	Classroom teachers, MSRT, Administrators	M-SS-1- Reading SOLs	On the 2021-22 SOL, Oportunity Gaps on the Reading SOL were as follows:  Avg Pass Rate at School (ALL)- 87.6% Black: -17.3%; Hispanic: -18.6% SWD: -31.9%
					-MSRT uses Phoenix Time, TA time, or Reading Strategies classes to build foundational reading skills using Lexia and/or other instructional tools	October - June	Classroom teachers, MSRT, Administrators	M-SS-1- Reading SOLs	On the 2021-22 SOL, Oportunity Gaps on the Reading SOL were as follows:  Avg Pass Rate at School (ALL)- 87.6% Black: -17.3%; Hispanic: -18.6% SWD: -31.9%
					-Schoolwide literacy experience occuring twice a week during TA (Words Out Loud) allowing students to hear a story or read a shared text and discuss it as a TA.	October - June	Classroom teachers, MSRT, Administrators	M-SS-1- Reading SOLs	On the 2021-22 SOL, Oportunity Gaps on the Reading SOL were as follows:  Avg Pass Rate at School (ALL)- 87.6% Black: -17.3%; Hispanic: -18.6% SWD: -31.9%
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 at least 10% for every reporting group with a gap between 15%-40% on the baseline measure (Black, Hispanic, SWD) AND at least a 15% gap reduction for every reporting group with gap greater than 40% on the baseline measure (EL's).	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-4-Address unconscious racial bias by implementing implicit bias training throughout APS.	-Math Coach attends CLT's with all math teachers on a weekly basis to discuss data, plan rigorous instruction to reach all students' needs utilizing a variety of instructional platforms, models lessons for teachers using best practices, and co-teaches when appropriate. - -Math teachers and Math Coach identify students who need additional support and provide targeted lessons through 1-on-1 meetings and small group instruction.	October - June	Classroom teachers, Math Coach, Administrators	M-SS-3- Math SOLs	On the 2021-22 SOL, Oportunity Gaps on the Math SOL were as follows:  Avg Pass Rate at School (ALL)- 82.4% Black: -27.1%; Hispanic: -23.4% SWD: -39.4%
					-Math Teachers trained in and integrate Kagan Structures and Math Workshop elements to ensure every student engages in cooperative learning (structured discourse) around math concepts. -Math teachers monitor student skills and provide tier one support in classrooms through Dreambox lessons and small group instruction for students not demonstrating mastery	October - June	Classroom teachers, Math Coach, Administrators	M-SS-3- Math SOLs	On the 2021-22 SOL, Oportunity Gaps on the Math SOL were as follows:  Avg Pass Rate at School (ALL)- 82.4% Black: -27.1%; Hispanic: -23.4% SWD: -39.4%

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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 2024 YVM survey, at least 70% of Hamm students will respond favorably on the survey category social, emotional, and mental health. By the end of the 2022 - 2023 school year, favorable responses on the student SEL Screener, (DHMS school-based survey) focused on Self-efficacy and Emotion Regulation, will increase by 15%.	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.	-SEL lessons for all grades through Phoenix Time focused on self-efficacy (time management, study skills, seeking help etc.), using curricula, resources from Panorama Playbook and Riverside SEL  -SEL lessons for all grades through Phoenix Time focused on emotional regulation (stress, anxiety, coping skills, anger), using curricula, resources from Panorama Playbook and Riverside SEL  -Ensure access to resources that will support students academically and social-emotionally. -Implement Responsive Classroom Advisory model - focused on positive, supportive, engaging relationship building; students set goals and work towards them over the year	October through June	All staff, Program Counselor, SEL Lead Team, DOC, Counseling Dept.	M-SWB-1- YVM Student: Students feel supported	YVM Survey - -During the past 12 months, how often did you feel so sad or hopeless that you stopped doing some usual activities? 35% responded favorably. -How often do you feel so stressed or overwhelmed that you are not able to participate in regular activities? 33% responded favorably.  Strength - student were given information about who to talk to (80% responded favorably) and knew strategies for coping with stress (58% responded favorably) SEL Screener - Spring, 2022 - self-efficacy - 58% favorable; emotion regulation - 48% favorable.
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 Hamm staff will respond favorably on staff engagement and workplace climate. In addition, by June 2023, 75% of staff will report on their end-of-year survey that they have had a successful or highly successful year.	S-EW-1-Recruit, retain, and advance high-quality employees.	S-EW-4-Develop integrated approaches that promote employee health and wellness.	-Set up middle school teaching teams supporting 130 students -Re-organize building to better ensure students/staff know each other -Implement consistent practices around behavior management (Phoenix Rise Expectations) and clear steps to move forward -Focus on team building activities within Teams and TAs (Fall, Winter, Spring)	July, 2022-June, 2023	Administrators, DOC, Team Leaders	M-EW-6- YVM Staff: Engagement Results	55% of DHMS staff responded favorably - the same as all APS middle schools.  How respectful are the relationships between staff and students? 40% responded favorably. However, this is much lower than the percentages for APS and MS.  Dorothy Hamm Middle School - 40% responded favorably Arlington Public Schools -76% responded favorably Middle School - 60% responded favorably
					-Admin present in classrooms - each classroom at least 1/month, followed by brief reflective conversations re practices and recognition	July, 2022-June, 2023	Administrators, DOC, Team Leaders	M-EW-6- YVM Staff: Engagement Results	-How often during the current school year have you received recognition for doing good work? 19% responded favorably. --Overall, how much trust exists between teacher/staff and administrators/supervisors at your school? 49% responded favorably.

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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 2024 YVM survey, at least 90% of the families at our school will respond favorably on the YVM category Partnerships: Family Engagement.	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		<ul style="list-style-type: none"> <li>-Student-led conferences for the Fall - build relationships with families</li> <li>-Equity Team Meetings focus on helping parents “belong and become”</li> <li>-Teams communicate regularly with parents through Team Newsletters</li> <li>-Quarterly events planned that welcome families into the building to share student learning experiences</li> </ul>	October through June	Administrators, DOC, Team Leaders, teaching teams, content teams	M-P-3- YVM Family: Engagement	<p>How well do your child’s teachers partner with you to support your child’s learning? 39% responded favorably.</p> <p>Observations:                      -slightly lower at 6th grade (33%), 7th grade (40%), 8th grade (43%)                      -lower responses by Gifted Status (46%) and 504 Status (39%)                      -higher responses by SPED Status (63%) and Black (80%)</p> <p>-----</p> <p>How well do teachers and staff at your child’s school communicate with you? 58% responded favorably.</p> <p>Observations:                      -much lower at 6th grade (43%), 7th (68%), 8th (61%)                      -lower responses by Gifted Status (61%)                      -higher responses by SPED Status (66%), Black (93%)</p>