

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 required goals	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.	Math SOL failure rates will be reduced by at least 10% for SWD and Hispanic student. By the end of the 2022-23 school year, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  -at least a 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Black)  -at least a 10% gap reduction for any reporting group with a gap between 20-40% on the baseline measure (Hispanic, SWD)  -at least a 15% gap reduction for any reporting group with a gap greater than 40% on the baseline measure (EL)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	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.	TA Flex, math strategies courses, Tier 1 instruction	Ongoing: TA Flex rotates with a 10 hour minimum, daily Tier 1 instruction, Math CLTs meet weekly, co-teachers meet weekly	Assistant Principal supervising Math; Math Coach, Math Interventionist, Math, English, and Reading Teachers	M-SS-3- Math SOLs	Math SOL (Aggregate-All Grades) –Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)- 60% Black: 52% (8% gap) Adjusted: 71.2% (R10 3) Hispanic: 38% (22% gap) Adjusted: 67.2% (R10 3.1) ELs: 17% (43% gap) - target 28% gap Adjusted: 79.2% (R10 2.1) SWD: 26% (34% gap) Adjusted: 56% (R10 4.4) *Economically Disadv. 43% (17% gap) Adjusted: 70.2% (R10 3)
		see above			strengthening co-teaching relationships and CLT co-planning, co-teaching. Coupling SPED teachers in all integrated Math.		Assistant Principal supervising Math; Math Coach, Math teachers	M-SS-3- Math SOLs	Math SOL Passrate for SWD was 56% and for Hispanic students was 67% in 2021-2023
		see above			Admin and Coaches support CLT's with data analysis as they identifying topics for reteaching and students in need in Tier 2/3 interventions.		Assistant Principal supervising Math; Math Coach	M-SS-3- Math SOLs	Math SOL Passrate for SWD was 56% and for Hispanic students was 67% in 2021-2024
		see above			Implement needs-based professional learning in collaboration with Office of Professional Learning		Office of Professional Learning	M-SS-3- Math SOLs	Math SOL Passrate for SWD was 56% and for Hispanic students was 67% in 2021-2024
		see above			Support teachers in developing SMARTGoals with target specific units that align vertically and address gap reduction		Assistant Principal supervising Math; Math Coach,	M-SS-3- Math SOLs	Math SOL Passrate for SWD was 56% and for Hispanic students was 67% in 2021-2025
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	Reading SOL failure rates will be reduced by at least 10% for SWD. By the end of the 2022-23 school year, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:  -at least a 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (Black, Hispanic)  -at least a 10% gap reduction for any reporting group with a gap between 20-40% on the baseline measure (SWD)  -at least a 15% gap reduction for any reporting group with a gap greater than 40% on the baseline measure (EL)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	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.	TA Flex, reading strategies courses, Tier 1 instruction	Ongoing: TA Flex rotates with a 10 hour minimum, daily Tier 1 instruction, CLTs meet weekly,	Assistant Principal supervising ELA, Middle School Reading Teacher, LEVEL 2 Support Coach English, and Reading Teachers	M-SS-1- Reading SOLs	Reading SOL (Aggregate-All Grades) – Opportunity Gaps - 2021-22 SOL Data Avg Pass Rate at School (ALL)- 76% Black: 67% (9% gap) Adjusted: 78.52% (R10 2.2) Hispanic: 60% (16% gap) Adjusted: 75.05% (R10 2.5) ELs: 24% (52% gap) Adjusted: 85.98% (R10 1.4) SWD: 44% (32 % gap) Adjusted: 63.54% (R10 3.5) *Econ. Disadv. 62% (14% gap) Adjusted: 63.54% (R10 3.5)
		see above			Teacher SMARTGoals support literacy instruction across content areas				Reading SOL Passrate for SWD was 44% in 2021-2024
		see above			Strengthening co-teaching relationships and CLT co-planning				Reading SOL Passrate for SWD was 44% in 2021-2024
		see above			Offering co-teaching professional learning				Reading SOL Passrate for SWD was 44% in 2021-2024

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	Increase the overall Science SOL pass rate by 10% .	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	1) CLTs will participate in professional learning on MasterConnect; 2) Mid-year benchmark testing will be used to inform instruction in the second semester; 3) CLTs will develop department-wide standards for remediation of students scoring 1 or 2 on unit assessments; 4) CLTs will ensure that current unit plans are aligned with 2018 standards	Ongoing: Benchmark testing in January; CLTs meet weekly; department meetings occur monthly	Assistant Principal supervising Science, Science lead teacher; Science department supervisor; Science teachers	M-SS-4- Science SOLs	Overall TJMS Science SOL passrate in 2021-2022 was 68%
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 June 2024, over 80% of students will respond affirmatively to TJMS Needs Assessment question: 1.M-SWB-2-YVM Students can identify a trusted adult.  By June of 2023, over 75% will respond affirmatively to TJMS Needs Assessment question: 1.M-SWB-2-YVM Students can identify a trusted adult.	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.	1) School counselors will meet with individuals who reported that they did not have an adult at TJMS they felt comfortable talking to about a personal problem, establish relationship and record strengths and needs on the "Go Green!" spreadsheet 2) TA Committee to provide a SEL lesson about how to access help as needed with student survey at end to identify if they have a trusted adult 3) TA teachers will be made aware of students who responded "no" on the TJMS Needs Assessment. 4) Student Services to offer support for TA SEL lessons as needed, providing a TA Teacher survey with rating scale, including question regarding fidelity of implementation (anonymous). 5) Professional Development provided to TA teachers regarding the role of TA to build community, as well as to provide a toolbox of resources to include a "Go Green!" spreadsheet by TA 6) SEL Team to work with TA Committee to make lessons more interactive specifically around building community, and social emotional growth, vs. independent work (Measurement: audit # of teacher-led lessons from last year to this year) 7) Refine lessons so it is clear which activities are teacher led, ensure have capacity for whole school to be implementing activity/ accessing online resources at the same time. 8) Additionally the SEL team has chosen to focus on two particular areas of concern for student well being and create goals and interventions to assist students with confidence in academic abilities, feeling a sense of belonging as well as feeling connected to adults in the building.	Ongoing: Counselors to meet with students , support TA teachers Q2: TA SEL lesson created and delivered re: how to get help, with student post-survey re: feedback on TA lessons, naming trusted adults they have now; Go Green! spreadsheet for TA teachers created and names provided to TA teachers of students who reported no trusted adult; TA Teacher survey created; TA Teacher Professional Development created and delivered	Director of Counseling Services, Counselors; TA Committee Members; SEL Team	M-SWB-2- YVM Students can identify a trusted adult	-Your Voice Matters survey 2022 Spring data shows 65% of TJMS students reported having a trusted adult. -TJMS Needs Assessment administered during TA lesson on September 19th, 2022 concluded that 68.5% reported having a trusted adult.

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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, Your Voice Matters survey, 75% of Thomas Jefferson staff will respond favorably to questions in the category of staff engagement and climate (7 percentile increase).	S-EW-3-Grow and develop current and future high-quality leader/managers.	S-EW-5-Establish intentional and focused recruitment and retention efforts to bolster a diverse workforce.	1. Consider site-based exit survey that examines data relevant to Engaged workforce. (exiting APS).2. Periodic quarterly surveys to determine engagement and quality of event. 3. Developing leaders will participate in the recruiting of candidates (i.e. job fairs, collaborations with local education programs). 4. School leaders will examine a communication survey to determine the needs of improvement. 5. School leaders will examine current forms of communication to determine effectiveness relative to objective. 6. School leaders and developing leaders will collaborate with "Flex-time" in order for developing leaders to gain more access to fostering engaging opportunities.(ie lead staff meetings, lead communication circles with small groups, etc.)	Quarterly review of survey data	Assistant Principal and Engaged Workforce Team	M-EW-6- YVM Staff: Engagement Results	Your Voice Matters survey 2022 Spring data shows 68% favorable responses on the topic of staff engagement and climate.
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, Your Voice Matters survey, 90% of Thomas Jefferson families will respond favorably to questions in the category of Student and Family engagement (12% increase).	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.	S-P-3-Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports.	1. Targeted family engagement activities (Back to School Basics, Monthly Parent Chats and Mini Clinics) 2. B MYP Community/ Service-learning projects engage with local service organizations to address community needs 3. Equity Team- a collaborative team of TJ staff/parents/community members dedicated to solving school-community inequities 4. Continued programming with community partners (AFAC, Phoenix Bikes, Doorways, TJMS/AWFleet Reading Buddies, Arlington Wildlife Rescue) 5. Increase social media presence to promote community-building activities	Ongoing: Community engagement events (at least 5 per semester)	Principal Bilingual Family Liason Family Partnership Team IB MYP Coordinator School Social Worker Activities Coordinator PR Liaison	M-P-3- YVM Family: Engagement	Your Voice Matters survey 2022 Spring data that shows 79% favorable responses on the topic Partnerships: Family Engagement.
Student Success	PO-OE-1-Organizational operations will continuously improve their effectiveness as measured by identified KPIs.	IB MYP: Every subject has an international and service connection in the curriculum.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Leadership will work with CLTs to ensure every subject area or CLT has an updated subject overview that includes international connections using global contexts and at least one service-learning connection.	By Jan 27 all subject overviews will be completed	IB MYP Coordinator	M-SS-18- Subject Specific Formative Assessment	We are going to use our subject area overviews as they stand at October 14 for our baseline date.
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	IB MYP: Every subject area has at least one complete unit planner with a completed reflection each quarter.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	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.	Leadership will work with CLTs to ensure every subject area or CLT has four fully complete unit planners including: the inquiry, action (with differentiation), and reflection sections.	Help complete one unit plan each quarter for every CLT or subject area.	IB MYP Coordinator	M-SS-18- Subject Specific Formative Assessment	We are going to use our subject area overview spreadsheet.

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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.	IB MYP: Every subject completes at least one internal standardization of a summative task a quarter.	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.	S-SS-1-Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction.	Leadership will work with CLTs to ensure every subject area or CLT internally standardizes assessment once a quarter.	Leadership will work with every CLT or subject area to complete the internal standardization process once a quarter.	IB MYP Coordinator	M-SS-18- Subject Specific Formative Assessment	We will use unit planner reflections as our baseline data from every subject area.