

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 Alg 1 SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -close the opportunity gap for Black, Hispanic -at least a 5% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (SWD) -at least a 10% gap reduction or any reporting group with a gap between greater than 20% 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.		Develop benchmark assessments with some common questions for each unit of instruction in the Alg 1 curriculum. CLT's will disaggregate data and identify topics that need reteaching as well as identifying students in need of Tier 2/3 interventions	Sept. - May	Math AP, Math Coach, Math Content Lead Teacher, Math Department Chair, Algebra 1 teachers & co-teachers	M-SS-3- Math SOLs	Alg 1 (VDOE) Pass Rate for All students: 75%; Black - 71% (4% gap); Hispanic- 69% (6% gap); SWD- 64% (11% gap); EL- 52% (23%); Economically Disadv. - 71% (4% gap)
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	See Above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Increase student engagement in math discourse. Organize professional learning and collaboration with math office, math coach, math SOL lead (Host math workshops)	Sept. - May	Math AP, Math Coach, Math Content Lead Teacher, Math Department Chair, Algebra 1 teachers & co-teachers	M-SS-3- Math SOLs	Alg 1 (VDOE) Pass Rate for All students: 75%; Black - 71% (4% gap); Hispanic- 69% (6% gap); SWD- 64% (11% gap); EL- 52% (23%); Economically Disadv. - 71% (4% gap)
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	See Above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Target students for Tier 2 interventions during GP or Lunch Lab.	Sept. - May	Math AP, Math Coach, Math Content Lead Teacher, Math Department Chair, Algebra 1 teachers & co-teachers	M-SS-3- Math SOLs	Alg 1 (VDOE) Pass Rate for All students: 75%; Black - 71% (4% gap); Hispanic- 69% (6% gap); SWD- 64% (11% gap); EL- 52% (23%); Economically Disadv. - 71% (4% gap)

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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 EOC: Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -reduce the opportunity gap in half for Black (2.5% reduction) -at least a 5% gap reduction for any reporting group with a gap between 5-25% on the baseline measure (Hispanic, SWD, Economically Disadv.) - at least a 12% gap reduction for any reporting group with a gap greater than 25% 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.		Develop benchmark assessments with some common questions for each unit of instruction in the ELA curriculum. CLT's will disaggregate data and identify topics that need reteaching as well as identifying students in need of Tier 2/3 interventions	Sept - May	W-L Admin Team, ILT, ELA Department Chair, In house literacy coach and Content Lead	M-SS-1- Reading SOLs	Reading (VDOE) Pass Rate : All students - 89%; Black - 84% (5% gap); Hispanic- 73% (16% gap); SWD- 69% (20% gap); EL- 31% (58%); Economically Disadv. - 74% (15% gap)
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	See Above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Intergrate Paper Tutoring in and out of the classroom with support from ELA teachers. Provide more professional learning.	Sept - May	W-L Admin Team, ILT, ELA Department Chair, In house literacy coach and Content Lead	M-SS-1- Reading SOLs	Reading (VDOE) Pass Rate : All students - 89%; Black - 84% (5% gap); Hispanic- 73% (16% gap); SWD- 69% (20% gap); EL- 31% (58%); Economically Disadv. - 74% (15% gap)
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	See Above	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		Target students for Tier 2 interventions during GP or Lunch Lab: Lexia Power Up, HMH unit tests	Sept - May	W-L Admin Team, ILT, ELA Department Chair, In house literacy coach and Content Lead	M-SS-1- Reading SOLs	Reading (VDOE) Pass Rate : All students - 89%; Black - 84% (5% gap); Hispanic- 73% (16% gap); SWD- 69% (20% gap); EL- 31% (58%); Economically Disadv. - 74% (15% gap)
Student Well-Being	PO-SWB-1-Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase.	By the end of the 2022-23 school year, disproportionality in suspension rates will be reduced by the following tiered goal: -reduce gap by 5% for Black -reduce gap by 10% for Hispanic -reduce gap by 7% for EL -reduce gap by 7% for SWD Overall number suspensions will be reduced by at least 10%.	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.		Use General's Period to deliver SEL lessons to foster relationships with a trusted adult.	Sept - May	W-L Admin Team & staff	M-SWB-2- YVM Students can identify a trusted adult	2021-2022 Suspension Data (Disproportionality): Asian 6% (-3%); Black 22% (+15%); Hispanic 57% (+26%); Other 3% (-4%); White 12% (-34%); EL 38% (+20%); SWD 57% (+37%)

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Student Well-Being	PO-SWB-1-Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase.	See Above	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		The principal and director of student activities will meet with all 9th grade students to increase participation in clubs, school activities, and sports to foster school spirit and build community.	Sept - May	W-L Admin Team & staff	M-SWB-1- YVM Student: Students feel supported	2021-2022 Suspension Data (Disproportionality): Asian 6% (-3%); Black 22% (+15%); Hispanic 57% (+26%); Other 3% (-4%); White 12% (-34%); EL 38% (+20%); SWD 57% (+37%)
Student Well-Being	PO-SWB-1-Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase.	See Above	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.		Use restorative justice practices to foster more effective relationships with students. Identify students who require Tier 2/3 behavior interventions for the counseling and admin teams to implement interventions that align with the ASCA mindsets and behaviors for student success.	Sept - May	W-L Admin Team & staff	M-SWB-1- YVM Student: Students feel supported	2021-2022 Suspension Data (Disproportionality): Asian 6% (-3%); Black 22% (+15%); Hispanic 57% (+26%); Other 3% (-4%); White 12% (-34%); EL 38% (+20%); SWD 57% (+37%)
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 60% of Washington-Liberty staff will respond favorably on staff engagement and climate	S-EW-4-Develop integrated approaches that promote employee health and wellness.		Teacher Staff Tuesday - Biweekly recognition to get to know the staff at WL and celebrate staff accomplishments and success. Birthday announcements of staff.	Sept - May	W-L Admin Team, ILT, Content Leads, Dept Chairs	M-EW-6- YVM Staff: Engagement Results	Engaged Workforce: Staff Engagement 47% & Workplace Climate 47%
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.	See Above	S-EW-4-Develop integrated approaches that promote employee health and wellness.		Coffee and Conversation to engage with staff on overall wellbeing and school climate and culture issues	Sept - May	W-L Admin Team, ILT, Content Leads, Dept Chairs	M-EW-6- YVM Staff: Engagement Results	Engaged Workforce: Staff Engagement 47% & Workplace Climate 47%
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.	See Above	S-EW-1-Recruit, retain, and advance high-quality employees.		Administrative team will work collaboratively to norm feedback provided by observations to strengthen the quality of feedback provided to staff on their practice and provide more relevant PL.	Sept - May	W-L Admin Team	M-EW-6- YVM Staff: Engagement Results	Engaged Workforce: Staff Engagement 47% & Workplace Climate 47%
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 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.		Offer PL for CLTs on best practices for communication to parents/families	Sept - May	W-L Admin Team, Counseling Dept, Bilingual Family Spec.	M-P-3- YVM Family: Engagement	Partnerships: Family Engagement 81%

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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.	See Above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Schedule family engagement opportunities in a variety of modes (Live, Teams, video recordings etc.)	Sept - May	W-L Admin Team, Counseling Dept, Bilingual Family Spec.	M-P-3- YVM Family: Engagement	Partnerships: Family Engagement 81%
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.	See Above	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.		Through the various Parent groups, conduct surveys on parent needs and interests.	Sept - May	W-L Admin Team, Counseling Dept, Bilingual Family Spec.	M-P-3- YVM Family: Engagement	Partnerships: Family Engagement 81%