

Glebe - School Action Plan - 2023-2024 to 2025-26
Principal: Jamie Borg

Goal #1	Math - Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - Math Black - Pass 87.5% (opp. gap 7.8%) Hispanic - Pass 83% (opp. gap 12.3%) EL - Pass 71.4% (opp. gap 23.9%) SWD - Pass 71.4% (opp. gap 23.9%) Econ. Disadv - Pass 81.8% (opp. gap 13.5%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 87% to at least 88%, reducing the gap from 9% to 8% EL - Increase pass rate from 77% to at least 79%, reducing the gap from 19% to 17% SWD - Increase pass rate from 77% to at least 79%, reducing the gap from 19% to 17% Econ. Disadv. - Increase pass rate from 86% to at least 87%, reducing the gap from 10% to 9%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 83% to at least 85%, reducing the gap from 12% to 11% EL - Increase pass rate from 71% to at least 74%, reducing the gap from 24% to 22% SWD - Increase pass rate from 71% to at least 74%, reducing the gap from 24% to 22% Econ. Disadv. - Increase pass rate from 82% to at least 84%, reducing the gap from 13% to 12%		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 85% to at least 87%, reducing the gap from 11% to 10% EL - Increase pass rate from 74% to at least 77%, reducing the gap from 22% to 20% SWD - Increase pass rate from 74% to at least 77%, reducing the gap from 22% to 20% Econ. Disadv. - Increase pass rate from 84% to at least 86%, reducing the gap from 12% to 11%		

Glebe - School Action Plan - 2023-2024 to 2025-26

Principal: Jamie Borg

Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from % to at least %, reducing the gap from % to % Hispanic - Increase pass rate from % to at least %, reducing the gap from % to % EL - Increase pass rate from % to at least %, reducing the gap from % to % SWD - Increase pass rate from % to at least %, reducing the gap from % to % Econ. Disadv. - Increase pass rate from % to at least %, reducing the gap from % to %</p>
---	--

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Tier 1</p> <ul style="list-style-type: none"> * Implement Mathematics curriculum utilizing county provided curriculum and curricular resources. * Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students. * Teacher will use all components of the 3 recommended math workshop structures within each unit. Every student will regularly meet with the teacher in targeted small group. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2</p> <ul style="list-style-type: none"> *Additional targeted small group 2-5x weekly using research based programs/strategies, progress monitored and documented. (Including Kathy Richardson, Math in Practice, Bridges, Dreambox (assigned lessons only), and/or Do The Math (as appropriate and by need) *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (power standards), to address students still scoring in Below Basic and Basic quantile ranges. Ensure that ELs have access to environmental and visual scaffolds (such as manipulatives, anchor charts for key vocabulary and processes, manipulatives, etc.) to aid comprehensible input and recall. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p>Tier 3</p> <ul style="list-style-type: none"> * In addition to the regular math-block, intensive one-on-one or very small group meeting 4-5x weekly using research based programs/strategies, progress monitored and documented. (Bridges, Do the Math, Math Recovery®(by trained Math Recovery teacher), Kathy Richardson) * Progress monitoring every 4-6 weeks and adjustment in time or group made as needed. Communication between classroom teacher and staff providing interventions to support station activities and guided-group activities. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

Glebe - School Action Plan - 2023-2024 to 2025-26

Principal: Jamie Borg

Professional Learning: Staff will participate in VKRP training for implementing, analyzing and intervention. Staff will participate through CLT training on MAP data, how to read the data and use it for intervention		Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles
St				
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs	Results of Progress (End of Year)	Math SOL	
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)	
School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) Progress Monitoring Data from Interventions"	

Goal #2	Reading- Opportunity Gaps - SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	Spring 2023 - SOL - Reading Black - Pass 81.3% (opp. gap 10.4%) Hispanic - Pass 79.5% (opp. gap 12.2%) EL - Pass 56.5% (opp. gap 35.2%) SWD - Pass 60.7% (opp. gap 31%) Econ. Disadv - Pass 71.9% (opp. gap 20.7%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

Glebe - School Action Plan - 2023-2024 to 2025-26

Principal: Jamie Borg

By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Black** - Increase pass rate from 85% to at least 87%, reducing the gap from 8% to 7%
- Hispanic** - Increase pass rate from 84% to at least 86%, reducing the gap from 9% to 8%
- EL** - Increase pass rate from 67% to at least 70%, reducing the gap from 26% to 24%
- SWD** - Increase pass rate from 69% to at least 72%, reducing the gap from 24% to 22%
- Econ. Disadv.** - Increase pass rate from 78% to at least 80%, reducing the gap from 15% to 14%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 81% to at least 83%, reducing the gap from 11% to 10% Hispanic - Increase pass rate from 80% to at least 82%, reducing the gap from 12% to 11% EL - Increase pass rate from 57% to at least 64%, reducing the gap from 35% to 29% SWD - Increase pass rate from 61% to at least 65%, reducing the gap from 31% to 28% Econ. Disadv. - Increase pass rate from 72% to at least 75%, reducing the gap from 20% to 18%
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 83% to at least 85%, reducing the gap from 10% to 9% Hispanic - Increase pass rate from 82% to at least 84%, reducing the gap from 11% to 9% EL - Increase pass rate from 63% to at least 67%, reducing the gap from 30% to 27% SWD - Increase pass rate from 66% to at least 69%, reducing the gap from 27% to 24% Econ. Disadv. - Increase pass rate from 75% to at least 78%, reducing the gap from 18% to 16%
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Black - Increase pass rate from 85% to at least 87%, reducing the gap from 8% to 7% Hispanic - Increase pass rate from 84% to at least 86%, reducing the gap from 9% to 8% EL - Increase pass rate from 67% to at least 70%, reducing the gap from 26% to 24% SWD - Increase pass rate from 69% to at least 72%, reducing the gap from 24% to 22% Econ. Disadv. - Increase pass rate from 78% to at least 80%, reducing the gap from 15% to 14%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
--------------	----------	---------------------------	-------------------------------

Glebe - School Action Plan - 2023-2024 to 2025-26

Principal: Jamie Borg

<p>Tier 1:</p> <ul style="list-style-type: none"> * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics or Foundations) * Implement CKLA in K-5 for language comprehension 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p>Tier 2:</p> <ul style="list-style-type: none"> * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
<p>Tier 3:</p> <ul style="list-style-type: none"> * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice 	Sept-June, ongoing	Admin, All Teachers, Reading Specialist,	
Professional Learning	Sept-June, ongoing		

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs	Results of Progress (End of Year)	Reading SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
<p>School level- DIBELS grades 2-5</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3] -VGA for taught standards</p>	<p>Teacher/CLT/Grade- -End of Unit [Mastery Connect- [Mastery Connect- Gr. 3-5 & Paper K-2]</p>	<p>School level- DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3] -VGA for taught standards</p>	<p>School level DIBELS</p> <p>Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -SOL</p>

Goal #3	Student Well-Being		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
Baseline Data	The overall Student Well-Being school climate score was 67%.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

Glebe - School Action Plan - 2023-2024 to 2025-26

Principal: Jamie Borg

By Spring 2026, student well-being as measured by Your Voice Matters Survey rate will improve by 5% from 80% to 85%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	By Spring 2024, student well-being as measured by Your Voice Matters Survey rate will improve by 10% from 67% to 77%
Annual Performance Goal Year 2 (2024-25)	By Spring 2025, student well-being as measured by a school-based survey will improve by 3% from 77% to 80%
Annual Performance Goal Year 3 (2025-26)	By Spring 2026, student well-being as measured by Your Voice Matters Survey rate will improve by 5% from 80% to 85%

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-4-Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Implement SEL curricular resource (RC) * Deliver 20-30 minutes daily of explicit SEL instruction * Establish a team to review data and determine student needs and interventions * Identify SEL Lead who will act as a liason between your school and central office * Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs * Administer SEL survey in the fall and spring to all students grades 3-12	Sept-June, Ongoing	Admin, All Staff	Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	
Tier 3 * Establish a school-based mental and behavioral health team that meets at least twice monthly, reviews students of concern, and assigns interventions for which data is collected to determine effectiveness.	Sept-June, Ongoing	Admin, All Staff	
Professional Learning 1) School leadership team will model Morning Meeting structure and facilitation and provide coaching throughout SY including staff meetings 2) Student Service staff will participate in training on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	1-2) August for initial traning, Sept-June, Ongoing	Admin, School leadership team	

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	Results of Progress (End of Year)	Spring 2024 & 2026 YVM
---	--	--	------------------------

Glebe - School Action Plan - 2023-2024 to 2025-26

Principal: Jamie Borg

Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM Survey results

Goal #4	Engaged Workforce		
Strategic Plan Goal Area	Engaged Workforce		
Strategic Plan Performance Objectives	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.		
Baseline Data	Spring 2022 Your Voice Matters Survey, Engaged Workforce: Professional Learning as measured by your voice Matters Survey rate was 40%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2026, 70% of staff who respond favorably on the 2026 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 70% to 80%

Annual Performance Goals	
Annual Performance Goal Year 1 (2023-24)	By June 2024, percentage of staff who respond favorably on the 2024 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 40% to 70%
Annual Performance Goal Year 2 (2024-25)	By June 2025, percentage of staff who respond favorably on a school-based survey, "Overall, how well does school-based professional learning meet your needs?" will increase from 70% to 75%
Annual Performance Goal Year 3 (2025-26)	By June 2026, percentage of staff who respond favorably on the 2026 YVM survey question, "Overall, how well does school-based professional learning meet your needs?" will increase from 75% to 80%
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-EW-4-Develop integrated approaches that promote employee health and wellness.
Action Steps	

Glebe - School Action Plan - 2023-2024 to 2025-26
Principal: Jamie Borg

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action one: Survey staff to determine needs for staff development, plan the staff development and implement	September-June	All Staff	On going discourse throughout the year to monitor needs and evaluation of staff development
Action two: Empower staff to have a voice and choice in staff development and be leaders in their own building	September-June	Principal, Assistant principal and lead teachers	On going discourse throughout the year to monitor needs and evaluation of staff development
Action three: Survey at end of year to assess how we did with school based professional learning	September-June	Principal and Assistant Principal	Survey

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-4- YVM Staff: Climate Results	Results of Progress (End of Year)	YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	School-based survey		YVM

Goal #5	Partnerships		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	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.		
Baseline Data	In Spring of 2022, The overall Partnerships: Family Engagement Score on Your Voice Matters was 85%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

Glebe - School Action Plan - 2023-2024 to 2025-26

Principal: Jamie Borg

By 2026, Glebe will maintain 90% or more of APS families responding favorably on student and family engagement of the Your Voice Matters survey

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	By 2024, at least 90% of APS families will respond favorably on student and family engagement of the Your Voice Matters survey
Annual Performance Goal Year 2 (2024-25)	By 2025, Glebe will maintain 90% or more of APS families responding favorably on student and family engagement on a school-based survey
Annual Performance Goal Year 3 (2025-26)	By 2026, Glebe will maintain 90% or more of APS families responding favorably on student and family engagement of the Your Voice Matters survey

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p>Action 1 (Welcoming All Families) Review the components in the FACE Checklist, select at least one component/section and identify two-three practices to focus on during the SY23/24.</p> <p>NOTE: Select practices that will support progress toward the goal(s) of your school action plan.</p> <p>SAMPLE Language: **i.e., We will work on advocating for every student to develop a personal learning plan, holding student led conferences, and connecting families with resources.</p>	Sept- June, ongoing	Principal, Assistant principal, Bilingual Family Specialist, and all staff	Principal, assistant principal and bilingual family specialist will identify practices, monitor implementation and reinforce in CLT meetings
<p>Action 2 (Communicating Effectively):</p> <ul style="list-style-type: none"> * Utilize ParentSquare as a tool to support staff engage in proactive, timely, and meaningful two-way communication so that all families can contribute to their child's education. * Co-develop communication expectations to address student learning, social emotional development, and communication in times of crisis. * Provide time and training for best practice for staff and families to exchange information in culturally and linguistically sustaining ways. 	Sept- June, ongoing	Principal, Assistant	All staff will use ParentSquare to communicate important events, share information and to schedule things like conferences with families.

Glebe - School Action Plan - 2023-2024 to 2025-26

Principal: Jamie Borg

<p>Action 3 (Student Success):</p> <p>*Host at least four parent workshops/information/training sessions that directly support student success, specifically (list the focus area that connects to key focus area in your Action Plan, *Use your school data to identify a group/sub group/ grade levels, subject to focus on.)</p> <p>Language example 1: Support students in K-2 achieve academic success by collaborating with families so that they are informed about what their students are learning in K-2 early literacy by sharing academic progress and data, provide parents with tips and resources to help students learn, and share curriculum and student progress with after school programs).</p>	<p>Sept- June, ongoing</p>	<p>Principal, Assistant principal, Bilingual Family Specialist, and all staff</p>	<p>Principal, assistant principal and bilingual family specialist meet with families at least every other month to help with understandin how to best support your student in school. This is done through the PARTICIPA model.</p>
--	--------------------------------	---	---

Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	YVM
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
	<p>School-Based survey</p>		<p>YVM</p>