

Alice West Fleet - School Action Plan - 2024-2025 to 2026-27

Principal: Jennifer Gildea

Goal #1	Math - Opportunity Gaps		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL - Math All Students- Pass 79% Asian- Pass 93% Black- Pass 81% Multiple Races- Pass 93% White- Pass 92% Hispanic - Pass 59% (opp. gap 20%) EL - Pass 60% (EL1-4 60%, EL 6 - 94%) (opp. gap 19%) SWD - Pass 56%(opp. gap 23%) Econ. Disadv - Pass 63% (opp. gap 16%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 59% to at least 72%, reducing the gap from 20% to 13% EL - Increase pass rate from 60% to at least 71%, reducing the gap from 19% to 14% SWD - Increase pass rate from 56% to at least 70%, reducing the gap from 23% to 15% Econ. Disadv. - Increase pass rate from 63% to at least 73%, reducing the gap from 16% to 12%			
Annual Performance Goals			
Annual Performance Goal Year 1 (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 59% to at least 65%, reducing the gap from 20% to 16% EL - Increase pass rate from 60% to at least 64%, reducing the gap from 19% to 17% SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 23% to 18% Econ. Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 16% to 14%		
Annual Performance Goal Year 2 (2025-26)	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 65% to at least 69%, reducing the gap from 16% to 14% EL - Increase pass rate from 64% to at least 68%, reducing the gap from 17% to 15% SWD - Increase pass rate from 63% to at least 67%, reducing the gap from 18% to 16% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 14% to 13%		

<p>Annual Performance Goal Year 3 (2026-27)</p>	<p>By June 2027, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 69% to at least 72%, reducing the gap from 14% to 13% EL - Increase pass rate from 68% to at least 71%, reducing the gap from 15% to 14% SWD - Increase pass rate from 67% to at least 70%, reducing the gap from 16% to 15% Econ. Disadv. - Increase pass rate from 70% to at least 73%, reducing the gap from 13% to 12%</p>		
<p>Strategic Plan Strategies</p>			
<p>Strategic Plan Strategies- PRIMARY</p>	<p>S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.</p>		
<p>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</p>			
<p>Action Steps</p>			
<p>Action Steps</p>	<p>Timeline</p>	<p>Responsible & Accountable</p>	<p>Monitoring for Implementation</p>
<p>Tier 1 * 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. Ensure students have access to mathematics tools (ex: manipulatives, grids, anchor charts, word walls, etc.) each day and throughout learning experiences. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum. * Tracking, analyzing, and using important data during CLT including math screenin data progression in grades K-5.</p>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Interventionist</p>	<p>Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 2 *Provide tiered support within guided groups based on pre-assessment data and ongoing data collection, utilizing recommended curricular resources. Include AVMR® and/or Bridges Intervention®, and/or Project M2 and M3® based on indicated need. *Collaborative planning including EL and SpEd teachers to target identified needs. Identify target areas (essential 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. *Spiral reivew targeting essential standards</p>	<p>Sept - June, ongoing</p>	<p>Classroom teachers, EL, SpEd teachers, Math Coach, Interventionist</p>	

<p>Tier 3 * 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, AVMR etc) * 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.</p>	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach, Interventionist	
<p>Professional Learning: Student Center Coaching Cycles Add+Vantage Math Recovery® (AVMR): Primary grades Bridges Intervention® Math Workshop</p>	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles and for district trainings

Progress Monitoring

<p style="text-align: center;">Strategic Plan Measures To determine if goal was achieved</p>	LGI-SAGS-1.3-Math SOLs	<p style="text-align: center;">Strategic Plan Key Performance Indicators</p>	KPI-SAGS-1.4-% of students passing the Math SOL
<p style="text-align: center;">Evidence of Progress toward Annual Goal (MP1)</p>	<p style="text-align: center;">Evidence of Progress toward Annual Goal (MP2)</p>	<p style="text-align: center;">Evidence of Progress toward Annual Goal (MP3)</p>	<p style="text-align: center;">Evidence of Progress toward Annual Goal (MP4)</p>
<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions</p>	<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions -Mid-year APS assessment will be a good indication of the student's retention of standards we have taught.</p>	<p>School level NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions</p>	<p>School level- NWEA - MAP Growth</p> <p>Teacher/CLT/Grade -District Benchmarks [Mastery Connect] -SOL Quick Checks (Just in time Quick Checks) -Pre and post checks embedded in the curriculum documents. -Progress Monitoring Data from Interventions"</p>

Goal #2	Reading - Opportunity Gaps
Strategic Plan Goal Area	Student Academic Growth & Success

Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL - English (Preliminary) All Students- Pass 78% Asian- Pass 85% Black- Pass 81% Multiple Race- Pass 93% White- Pass 89% Hispanic - Pass 62% (opp. gap 16%) EL - Pass 47% (EL 1-4 47%, EL 6 - 97%) (opp. gap 31%) SWD - Pass 46% (opp. gap 32%) Econ. Disadv - Pass 63% (opp. gap 15%)	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 Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

- Hispanic** - Increase pass rate from 62% to at least 72 %, reducing the gap from 13% to 12%
- EL** - Increase pass rate from 47% to at least 67%, reducing the gap from 18% to 17%
- SWD** - Increase pass rate from 63% to at least 67%, reducing the gap from 19% to 17%
- Econ. Disadv.** - Increase pass rate from 70% to at least 73%, reducing the gap from 12% to 11%

Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 62% to at least 66%, reducing the gap from 16% to 14% EL - Increase pass rate from 47% to at least 57%, reducing the gap from 31% to 24% SWD - Increase pass rate from 46% to at least 56%, reducing the gap from 32% to 24% Econ. Disadv. - Increase pass rate from 63% to at least 67%, reducing the gap from 15% to 14%		
Annual Performance Goal Year 2 (2025-26)	By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 66% to at least 69 %, reducing the gap from 14 % to 13 % EL - Increase pass rate from 57 % to at least 64%, reducing the gap from 23 % to 19% SWD - Increase pass rate from 56% to at least 63%, reducing the gap from 24% to 19% Econ. Disadv. - Increase pass rate from 67% to at least 70%, reducing the gap from 13% to 12%		
Annual Performance Goal Year 3 (2026-27)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 69% to at least 72 %, reducing the gap from 13% to 12% EL - Increase pass rate from 64% to at least 67%, reducing the gap from 18% to 17% SWD - Increase pass rate from 63% to at least 67%, reducing the gap from 19% to 17% Econ. Disadv. - Increase pass rate from 70% to at least 73%, reducing the gap from 12% to 11%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * Implement Systematic Core Phonics in K-3 with fidelity (95% Core Phonics) * Implement CKLA in K-5 for language comprehension *Using 95% group for phonemic awareness *Engage families in literacy work *Strategic ELA block that incorporates phonics, CKLA, and small group instruction *Unpack 2024 ELA standards *Use 95% Phonics, End of Unit CKLA and writing sample assessments to target instruction. Utilize Step up to Writing resources to support students in writing about reading. Teachers in K-2 trained in The Writing Revolution to support students in expanding their writing. Using masteryconnect to identify areas of strength and need	Sept-June, ongoing	Admin, All Classroom Teachers, Reading Specialist,	
Tier 2: * Lexia recommended usage for structured literacy at students level * Lexia English for EL 1 and EL 2 *Phonics Lesson Library- basic, advanced, multisyllable based upon screening data *Bridge the Gap phonemic awareness in grades 3-5 *Use of VAALSS, DIBELS (grades 4 and 5), and other surevys to create flexible small groups during core instruction * 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 *Implement VLA reading plans	Sept-June, ongoing	Admin, All Classroom Teachers, Reading Specialist,	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 3: * Structured literacy lessons in addition to core ELA block * Multisensory decoding/encoding lessons; repeated opportunities for practice * Lexia Lab *4-5 times a week Small group targeted instruction by an interventionist/reading coach *Implement VLA reading plans	Sept-June, ongoing	Admin, All Classroom Teachers, Reading Specialist,	
Professional Learning *Building teacher capacity with student-centered coaching cycles *Decodable training			
Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan Key Performance Indicators	KPI-SAGS-1.2-% of students passing the 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)

School level- NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level- NWEA VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]	School level DIBELS VALLSS Teacher/CLT/Grade- -End of Unit [Mastery Connect] -Quarterly Assessments [Mastery Connect]
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Goal #3	Science - Opportunity Gaps		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-By 2030, at least 90% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to demonstrate increased levels of proficiency and progress toward closing proficiency gaps.		
Baseline Data	Spring 2024 - SOL - Science All Students- Pass 68% Asian- Pass 67% Black- Pass 71% Multiple Races- Pass 100% White- Pass 78% Hispanic - Pass 56% (opp. gap 12%) EL 1-4- Pass 23% (opp. gap 45%) SWD - Pass 38%(opp. gap 30%) Econ. Disadv - Pass 50% (opp. gap 18%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic Increase pass rate from 56% to at least 70%, reducing the gap from 12% to 7% EL 1-4 Increase the pass rate from 23% to at least 61% reducing the gap from 45% to 16% SWD Increase the pass rate from 38% to at least 65% reducing the gap from 30% to 11% ED Increase the pass rate from 50 to 69% reducing the gap from 18% to 8%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 56% to at least 63%, reducing the gap from 12% to 8% EL - 1-4 Increase the pass rate from 23% to at least 42% reducing the gap from 45% to 30% SWD - Increase the pass rate from 38% to at least 51% reducing the gap from 30% to 20% Econ. Disadv. - Increase the pass rate from 50% to 59% reducing the gap from 18% to 12%		
Annual Performance Goal Year 2 (2025-26)	By June 2026, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Hispanic - Increase pass rate from 63% to at least 67%, reducing the gap from 8% to 7% EL - 1-4 Increase the pass rate from 42% to at least 53% reducing the gap from 29% to 21% SWD - Increase the pass rate from 51% to at least 59% reducing the gap from 20% to 15% Econ. Disadv. - Increase the pass rate from 59% to 65% reducing the gap from 12% to 9%		

<p align="center">Annual Performance Goal Year 3 (2026-27)</p>	<p>By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Hispanic - Increase pass rate from 67% to at least 70%, reducing the gap from 7% to 7 % EL - 1-4 Increase the pass rate from 53% to at least 61% reducing the gap from 21% to 16% SWD - Increase the pass rate from 59% to at least 65% reducing the gap from 15% to 11% Econ. Disadv. - Increase the pass rate from 65 to 69% reducing the gap from 9% to 8%</p>		
Strategic Plan Strategies			
<p>Strategic Plan Strategies- PRIMARY</p>	<p>S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.</p>		
<p>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</p>	<p>S-SAGS-1.5-Increase opportunities for students to engage in learning activities that are not completed on devices with a focus on balancing authentic use of technology with hands-on activities - all focused on engaging students in authentic tasks with real-world connections.</p>		
Action Steps			
<p>Action Steps</p>	<p>Timeline</p>	<p>Responsible & Accountable</p>	<p>Monitoring for Implementation</p>
<p>Tier 1 * Implement VDOE science standards using STEMscopes resources (STEMscopedia, lab kits, visual vocabulary) and APS curriculum documents to ensure students receive hands-on learning experiences using the 5E model. * Increase accessibility by assigning and utilizing the online STEMscopes platform. * Facilitate weekly Science CLT with Exemplary Project Teacher (5th grade only) * Allocate minimum science instruction time (K-3; 4-5 in PIP) to align with curriculum pacing guides and standards-based grading. * Increase visibility of science vocabulary * Administer consistent utilization of unit and benchmark assessments for Grades 3-5</p>	<p>Sept-June, Ongoing</p>	<p>Admin, All Staff</p>	<p>Principal & APs will support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.</p>
<p>Tier 2 * Use benchmark assessments data to plan for re-teach and spiral review * Grade 5 establish a spiral review on grade 4 standards based upon SOL data</p>	<p>Sept-June, Ongoing</p>	<p>Admin, All Staff</p>	
<p>Tier 3 *Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students</p>	<p>Sept-June, Ongoing</p>	<p>Admin, All Staff</p>	
<p>Professional Learning 1) Curriculum documents and STEMscopes training 2) Collaboration with Exemplary Project Teacher and Academic Academic Coach on question stems to engage students the scientific process with science office teacher specialist.</p>	<p>1-2) August for initial training, Sept-June, Ongoing</p>	<p>Admin, School leadership team</p>	
Progress Monitoring			
<p>Strategic Plan Measures To determine if goal was achieved</p>	<p>LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health</p>	Strategic Plan Key Performance Indicators	
		<p>KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th</p>	
<p>Evidence of Progress toward Annual Goal (MP1)</p>	<p>Evidence of Progress toward Annual Goal (MP2)</p>	<p>Evidence of Progress toward Annual Goal (MP3)</p>	<p>Evidence of Progress toward Annual Goal (MP4)</p>

School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]	School wide Unit Assessments for Grades 3-5 (Mastery Connect) - after each unit [at least 1x/Qtr]
Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)	Teacher/CLT/Grade -Third Grade Alternative (Performance) Assessments -Science Content Assessments for Grades 3-5 (STEMscopes/Generation Genius)

Goal #4		Student Well-Being - Inclusion	
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-3-By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.		
Baseline Data	2022-23 (EOY)- 63% of SWD are spending 80% of school day in Gen. Ed setting 2023-2024 (EOY) 76% of SWD are spending 80% of school day in Gen. Ed setting	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, at least 85% of SWD will spend 80% or more of school day in general education setting.

Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2025, at least 80% of SWD will spend 80% or more of school day in general education setting.		
Annual Performance Goal Year 2 (2025-26)	By June 2026, at least 82% of SWD will spend 80% or more of school day in general education setting.		
Annual Performance Goal Year 3 (2026-27)	By June 2027, at least 85% of SWD will spend 80% or more of school day in general education setting.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-1.1-Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
* Increase co-taught models across all grades- Master Schedules and Class Groupings to maximize inclusion opportunities. (This includes Sped and EL)	Sept-February	Grade level leads, SSC, Admin, all teachers	Principal and leadership team will review LRE data, Staff Agendas, Lead teacher meetings
Ensure all SPED teachers have time to co-plan with general education teachers - CLT agenda- co-teaching models and planning outlines	Sept- June	Coaches, admin, classroom teachers	

Identify one grade level to go student by student to determine if they could be successfully support in a co-taught class rather than a SC class. Participation in the Maryland Coalition of Inclusion Co-hort - 3 years	August-Sept	Classroom teacher, Admin, Counselors
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Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	Strategic Plan Key Performance Indicators	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
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)
LRE Dashboard	LRE Dashboard	LRE Dashboard	LRE Dashboard

Goal #5		Professional Learning	
Strategic Plan Goal Area	Operational Excellence		
Strategic Plan Performance Objectives	PO-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice		
Baseline Data	Operational Excellence: Engaged Workforce- Professional learning- 35% favorable response in YVM survey 2022 Operational Excellence: Engaged Workforce- Professional learning- 34% favorable response in YVM survey 2024 (Overall, how well does school-based professional learning meet your professional practice needs? 37% in YVM survey 2024)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
On the 2027 YVM survey, increase teacher and staff response to 60% responding favorably on Engaged Workforce-Professional Learning.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	On the 2025 YVM survey, increase teacher and staff response to 50% responding favorably on Engaged Workforce-Professional Learning.		
Annual Performance Goal Year 2 (2025-26)	On the 2026 YVM survey, increase teacher and staff response to 55% responding favorably on Engaged Workforce-Professional Learning.		
Annual Performance Goal Year 3 (2026-27)	On the 2027 YVM survey, increase teacher and staff response to 60% responding favorably on Engaged Workforce-Professional Learning.		
Strategic Plan Strategies			

Strategic Plan Strategies- PRIMARY	S-SCW-1.2-Develop and implement a competency-based professional learning and evaluation framework with all staff members aligned to achieve the division's strategic priorities and objectives.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SCW-1.4-Develop a communications plan to inform teachers and staff about the variety of professional learning opportunities available, including self-selected options.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (CLT Work/Coaching Cycles): * We will provide professional learning within Collaborative Learning Teams, including: Structure CLT to maximize both student and teacher outcomes- Collaborative lesson plan design, coach facilitation with lead teacher, strategic coaching cycles to link professional learning in the development of teacher capacity	Sept- June, ongoing	All Staff	Principal will monitor through observation and weekly meetings with coaches
Action 2 (Staff Meetings): * Staff meetings to include focus on learning - designed by instructional leadership team	Sept- June, ongoing	All staff	
Action 3 (Schoolwide Professional Learning): School wide initiatives- Inclusion with MCIE, Responsive Classroom, and Committee Work - Sustainability, Engagement with Staff and Community, and Instructional Leadership team *	Sept- June, ongoing	All staff	
Progress Monitoring			
Strategic Plan Measures To determine if goal was achieved	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	Strategic Plan Key Performance Indicators	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice
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)
Monthly reviews during our Leadership meetings	Mid point staff survey	Monthly reviews during our Leadership meetings	YVM survey 2025, 2026, 2027