

Glebe - School Action Plan - 2024-2025 to 2026-27

Principal: Jamie Borg

Goal #1	Math - Proficiency Gaps - SOL		
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 Hispanic - Pass 77% (opp. gap 15%) EL - Pass 64% (opp. gap 28%) SWD - Pass 78% (opp. gap 14%) Econ. Disadv - Pass 73% (opp. gap 19%)	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:

- Black** - Increase pass rate from 91% to at least 93%, reducing the gap from 1% to 0%
- Hispanic** - Increase pass rate from 81% to at least 83%, reducing the gap from 12% to 10%
- EL** - Increase pass rate from 82% to at least 84%, reducing the gap from 23% to 21%
- SWD** - Increase pass rate from 82% to at least 84%, reducing the gap from 11% to 9%
- Econ. Disadv.** - Increase pass rate from 78% to at least 80%, reducing the gap from 15% to 13%

Annual Performance Goals	
Annual Performance Goal Year 1 (2024-25)	<p>By June 2025, proficiency gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <ul style="list-style-type: none"> Hispanic - Increase pass rate from 77% to at least 79%, reducing the gap from 15% to 14% EL - Increase pass rate from 64% to at least 68%, reducing the gap from 28% to 25% SWD - Increase pass rate from 78% to at least 80%, reducing the gap from 14% to 13% Econ. Disadv. - Increase pass rate from 73% to at least 76%, reducing the gap from 19% to 17%

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Annual Performance Goal Year 2 (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>Hispanic - Increase pass rate from 79 % to at least 81 %, reducing the gap from 14% to 12% EL - Increase pass rate from 68% to at least 70 %, reducing the gap from 25% to 23% SWD - Increase pass rate from 80% to at least 82 %, reducing the gap from 13% to 11% Econ. Disadv. - Increase pass rate from 76% to at least 78 %, reducing the gap from 17% to 15%</p>		
Annual Performance Goal Year 3 (2025-26)	<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>Black - Increase pass rate from 91% to at least 93%, reducing the gap from 1% to 0% Hispanic - Increase pass rate from 81% to at least 83%, reducing the gap from 12% to 10% EL - Increase pass rate from 82% to at least 84%, reducing the gap from 23% to 21% SWD - Increase pass rate from 82% to at least 84%, reducing the gap from 11% to 9% Econ. Disadv. - Increase pass rate from 78% to at least 80%, reducing the gap from 15% to 13%</p>		
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

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<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	
<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	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<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	
<p>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</p>	Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles

Progress Monitoring

Strategic Plan - Measures - To determine if	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicator	KPI-SAGS-1.4-% of students passing the Math SOL
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goal was achieved		Strategic Plan - Key Performance Indicator	
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- Proficiency 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 2024 - SOL - Reading Black - Pass 100% (opp. gap 0%) Hispanic - Pass 70% (opp. gap 22%) EL - Pass 59% (opp. gap 33%) SWD - Pass 74% (opp. gap 19%) Econ. Disadv - Pass 79% (opp. gap 15%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:

Black - Increase pass rate from 87% to at least 89%, reducing the gap from 7% to 5%

Hispanic - Increase pass rate from 84% to at least 86%, reducing the gap from 7% to 5%

EL - Increase pass rate from 67% to at least 70%, reducing the gap from 24% to 21%

SWD - Increase pass rate from 69% to at least 72%, reducing the gap from 21% to 18%

Econ. Disadv. - Increase pass rate from 78 % to at least 80%, reducing the gap from 14% to 12%

Annual Performance Goals

Annual Performance Goal Year 1 (2023-24)	<p>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 83% to at least 85%, reducing the gap from 10% to 9%</p> <p>Hispanic - Increase pass rate from 82% to at least 84%, reducing the gap from 11% to 9%</p> <p>EL - Increase pass rate from 63% to at least 67%, reducing the gap from 30% to 27%</p> <p>SWD - Increase pass rate from 66% to at least 69%, reducing the gap from 27% to 24%</p> <p>Econ. Disadv. - Increase pass rate from 75% to at least 78 %, reducing the gap from 18% to 16%</p>
Annual Performance Goal Year 2 (2024-25)	<p>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 85% to at least 87%, reducing the gap from 9% to 7%</p> <p>Hispanic - Increase pass rate from 84% to at least 86%, reducing the gap from 9% to 7%</p> <p>EL - Increase pass rate from 67% to at least 70%, reducing the gap from 27% to 24%</p> <p>SWD - Increase pass rate from 69% to at least 72%, reducing the gap from 24% to 21%</p> <p>Econ. Disadv. - Increase pass rate from 78 % to at least 80%, reducing the gap from 16% to 14%</p>
Annual Performance Goal Year 3 (2025-26)	<p>By June 2027, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</p> <p>Black - Increase pass rate from 87% to at least 89%, reducing the gap from 7% to 5%</p> <p>Hispanic - Increase pass rate from 84% to at least 86%, reducing the gap from 7% to 5%</p> <p>EL - Increase pass rate from 67% to at least 70%, reducing the gap from 24% to 21%</p> <p>SWD - Increase pass rate from 69% to at least 72%, reducing the gap from 21% to 18%</p> <p>Econ. Disadv. - Increase pass rate from 78 % to at least 80%, reducing the gap from 14% to 12%</p>

Strategic Plan Strategies

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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.
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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	
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Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1: * 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.
Tier 2: * 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,	
Tier 3: * 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 - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicator	KPI-SAGS-1.4-% of students passing the 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)

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School level- VALLSS NWEA MAP Growth	Teacher/CLT/Grade- -End of Unit [Mastery Connect- [Mastery Connect- Gr. 3-5 & Paper K-2]	School level- VALLSS NWEA MAP Growth	School level VALLSS NWEA MAP Growth
Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3]		Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -Quarterly Assessments [Mastery Connect- Gr. 4-5 & Paper K-3]	Teacher/CLT/Grade- -End of Unit [Mastery Connect- Gr. 3-5 & Paper K-2] -SOL

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 89%. (2024 YVM)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By Spring 2027, student well-being as measured by Your Voice Matters Survey rate will improve by 3% from 85% to 88%

Annual Performance Goals	
Annual Performance Goal Year 1 (2023-24)	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 2 (2024-25)	By Spring 2026, student well-being as measured by Your Voice Matters Survey rate will improve by 5% from 80% to 85%

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Annual Performance Goal Year 3 (2025-26)	By Spring 2027, student well-being as measured by Your Voice Matters Survey rate will improve by 3% from 85% to 88%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SCW-4.1-Create a framework to support school leaders with fostering a positive school climate that promotes respect, inclusivity, conflict resolution, restorative practices, and empowers staff to implement tiered behavioral interventions		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
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 - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicator	KPI-SAGS-1.4-% of students passing the Math SOL

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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-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice		
Baseline Data	Spring 2024 Your Voice Matters Survey, Engaged Workforce: Professional Learning as measured by your voice Matters Survey rate was 70%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2027, 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 70% to 85%

Annual Performance Goals	
Annual Performance Goal Year 1 (2023-24)	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 2 (2024-25)	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%
Annual Performance Goal Year 3 (2025-26)	By June 2027, 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 80% to 85%

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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SCW-3.3-Implement systematic processes to engage staff in decision making that contributes to the improvement of learning, operations and climate in APS schools and the division.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

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 - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicator	KPI-SAGS-1.4-% of students passing the 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)

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School-based survey

YVM

Goal #5

Partnerships

Strategic Plan Goal Area

Partnerships

Strategic Plan Performance Objectives

PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement

Baseline Data

In Spring of 2024, The overall Partnerships: Family Engagement Score on Your Voice Matters was %

Identify if goal is required based on state or federal requirements, or other guidelines

3 Year Performance Goal

By 2027, Glebe will maintain 91% 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 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 2 (2024-25)

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 Goal Year 3 (2025-26)

By 2027, Glebe will maintain 91% or more of APS families responding favorably on student and family engagement of the Your Voice Matters survey

Strategic Plan Strategies

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Strategic Plan Strategies- PRIMARY	S-P-2.4-Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning.
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Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	
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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): * 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.</p>	Sept- June, ongoing	Principal, Assistan	All staff will use ParentSquare to communicate important events, share information and to schedule things like conferences with families.

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<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 understanding how to best support your student in school. This is done through the PARTICIPA model.</p>
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Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicator	KPI-SAGS-1.4-% of students passing the 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-Based survey		YVM