

# Shriver - School Action Plan - 2024-25 to 2026-27

## Principal: George Hewan

Goal #1	Math			
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success			
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.			
<b>Baseline Data</b>	SY 2023-24 60% of students increased their score by at 2 pts from the BOY to EOY	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>		
<b>3 Year Performance Goal</b>				
MATH By 2026, at least 80% of Shriver students will increase their score by at least 2 pts from the BOY to EOY on the Unique Math Assessment.				
<b>Annual Performance Goals</b>				
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 65% of Shriver students will increase their score by at least 2 pts from the BOY to EOY on the Unique Math Assessment.			
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 70% of Shriver students will increase their score by at least 2 pts from the BOY to EOY on the Unique Math Assessment.			
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 73% of Shriver students will increase their score by at least 2 pts from the BOY to EOY on the Unique Math Assessment.			
<b>Strategic Plan Strategies</b>				
<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS-2.2-Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge. Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge.			
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>				
<b>Action Steps</b>				
<b>Action Steps</b>		<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>

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-Collaboratively plan lessons on Math instruction with the CLT structure	Sept - June, ongoing	Classroom teachers, EL teachers, Related Service providers	Principal will support with SPED Office - will monitor by conducting walkthroughs and observations and attending CLTs.
-Teachers and CLT's will review Unique assessment data to identify needs and tailor instruction based on the individual needs of each student	Sept - June, ongoing	Classroom teachers, EL teachers, Related Service providers	Principal will support with SPED Office - will monitor by conducting walkthroughs and observations and attending CLTs.
-Teachers will collaborate with related service providers to tailor instruction to the individual needs of each student.	Sept - June, ongoing	Classroom teachers, EL teachers, Related Service providers	Principal will support with SPED Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Professional Learning:</b> * Plan and deliver PL to all staff on Unique Assessment system * Collaborate with Math Office on professional learning opportunities to Shriver staff focused on Math adapted curriculum and strategies for differentiation and scaffolding for Shriver students	Fall 2024, ongoing throughout SY 2024-25	Classroom teachers, EL teachers, Related Service providers	Principal will support with SPED Office - will monitor by conducting walkthroughs and observations and attending CLTs.

### Progress Monitoring

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SAGS-2.1-Universal Math Screener	<b>Strategic Plan Key Performance indicators</b>	KPI-SAGS-2.2-% of middle school and Gr. 9 students annually meeting defined growth targets in reading on the NWEA MAP Growth
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
School level- Unique Math (BOY)  Teacher/CLT/Grade - Teacher created assessments	Teacher/CLT/Grade - Teacher created assessments	School level- Unique Math (MOY)  Teacher/CLT/Grade - Teacher created assessments	School level- Unique Math (EOY)  Teacher/CLT/Grade - Teacher created assessments

<b>Goal #2</b>	<b>Reading</b>
<b>Strategic Plan Goal Area</b>	Student Academic Growth & Success
<b>Strategic Plan Performance Objectives</b>	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.

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<b>Baseline Data</b>	<b>SY 2023-24</b> 55% of students increased their score by at least 2 pts from the BOY to EOY on the Unique Reading Assessment	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
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### 3 Year Performance Goal

By June 2027, at least 70% of Shriver students will increase their score by at least 2 pts from the BOY to EOY on the Unique Reading Assessment.

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 60% of Shriver students will increase their score by at least 2 pts from the BOY to EOY on the Unique Reading Assessment.
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 65% of Shriver students will increase their score by at least 2 pts from the BOY to EOY on the Unique Reading Assessment.
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 70% of Shriver students will increase their score by at least 2 pts from the BOY to EOY on the Unique Reading Assessment.

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SAGS-2.2-Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
-Collaboratively plan lessons on Reading instruction with the CLT structure	Sept - June, ongoing	Classroom teachers, EL teachers, Related Service providers	Principal will support with SPED Office - will monitor by conducting walkthroughs and observations and attending CLTs.
-Teachers and CLT's will review Unique assessment data to identify needs and tailor instruction based on the individual needs of each student	Sept - June, ongoing	Classroom teachers, EL teachers, Related Service providers	Principal will support with SPED Office - will monitor by conducting walkthroughs and observations and attending CLTs.

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-Teachers will collaborate with related service providers to tailor instruction to the individual needs of each student.	Sept - June, ongoing	Classroom teachers, EL teachers, Related Service providers	Principal will support with SPED Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Professional Learning: * Plan and deliver PL to all staff on Unique Assessment system * Collaborate with Math Office on professional learning opportunities to Shriver staff focused on Math adapted curriculum and strategies for differentiation and scaffolding for Shriver students	Fall 2024, ongoing throughout SY 2024-25	Classroom teachers, EL teachers, Related Service providers	Principal will support with SPED Office - will monitor by conducting walkthroughs and observations and attending CLTs.

#### Progress Monitoring

<b>Strategic Plan Measures To determine if goal was achieved</b>	LGI-SAGS-2.2-Universal Literacy Screener	<b>Strategic Plan Key Performance indicators</b>	KPI-SAGS-2.2-% of middle school and Gr. 9 students annually meeting defined growth targets in reading on the NWEA MAP Growth
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
School level- Unique Reading (BOY)  Teacher/CLT/Grade - Teacher created assessments	Teacher/CLT/Grade - Teacher created assessments	School level- Unique Reading (MOY)  Teacher/CLT/Grade - Teacher created assessments	School level- Unique Reading (EOY)  Teacher/CLT/Grade - Teacher created assessments

<b>Goal #3</b>	<b>Student Well-Being</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
<b>Baseline Data</b>	2023-24 -90% of students responding "happy" on the question "How you do feel at school most of the time?" -90% of students responding "yes" on the question "Do your teachers help you when you need it?" -90% of students responding "yes" on the question "Do you have friends at school?" -90% of students responding "yes" on the question "Do you feel safe at school?"	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			

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By June 2027, at least 90% of students will respond favorably to the following questions related to student social, emotional and mental health:

- % of students responding "happy" on the question "How you do feel at school most of the time?"
- % of students responding "yes" on the question "Do your teachers help you when you need it?"
- % of students responding "yes" on the question "Do you have friends at school?"
- % of students responding "yes" on the question "Are your friends kind to you at school?"
- % of students responding "yes" on the question "Do you feel safe at school?"

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2024-25)</b>	<p>By June 2025, at least 90% of students will respond favorably to the following questions related to student social, emotional and mental health:</p> <ul style="list-style-type: none"> <li>-% of students responding "happy" on the question "How you do feel at school most of the time?"</li> <li>-% of students responding "yes" on the question "Do your teachers help you when you need it?"</li> <li>-% of students responding "yes" on the question "Do you have friends at school?"</li> <li>-% of students responding "yes" on the question "Are your friends kind to you at school?"</li> <li>-% of students responding "yes" on the question "Do you feel safe at school?"</li> </ul>
<b>Annual Performance Goal Year 2 (2025-26)</b>	<p>By June 2026, at least 90% of students will respond favorably to the following questions related to student social, emotional and mental health:</p> <ul style="list-style-type: none"> <li>-% of students responding "happy" on the question "How you do feel at school most of the time?"</li> <li>-% of students responding "yes" on the question "Do your teachers help you when you need it?"</li> <li>-% of students responding "yes" on the question "Do you have friends at school?"</li> <li>-% of students responding "yes" on the question "Are your friends kind to you at school?"</li> <li>-% of students responding "yes" on the question "Do you feel safe at school?"</li> </ul>
<b>Annual Performance Goal Year 3 (2026-27)</b>	<p>By June 2027, at least 90% of students will respond favorably to the following questions related to student social, emotional and mental health:</p> <ul style="list-style-type: none"> <li>-% of students responding "happy" on the question "How you do feel at school most of the time?"</li> <li>-% of students responding "yes" on the question "Do your teachers help you when you need it?"</li> <li>-% of students responding "yes" on the question "Do you have friends at school?"</li> <li>-% of students responding "yes" on the question "Are your friends kind to you at school?"</li> <li>-% of students responding "yes" on the question "Do you feel safe at school?"</li> </ul>

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

### Action Steps

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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * Implement SEL curricular resource * 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	Sept-June, Ongoing	Classroom teachers, EL teachers, Related Service providers	Principal & APs with support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Tier 2 &amp; 3</b> * School-based mental and behavioral health team meets weekly to reviews students of concern, and assigns interventions for which data is collected to determine effectiveness. * To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation	Sept-June, Ongoing	Classroom teachers, EL teachers, Related Service providers	Principal & APs with support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<b>Professional Learning</b> 1) Staff will be participating in countywide PL for SEL instruction for Special Education students 2) Student Service staff will be participating in training during CLT's on Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	1-2) August for initial traning, Sept-June, Ongoing	Classroom teachers, EL teachers, Related Service providers, SEL Countywide Coordinator	Principal & APs with support with Student Services Office - will monitor by conducting walkthroughs and observations and attending CLTs.

### Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan Key Performance indicators	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th
	LGI-SWB-1.4-SEL Survey: Self-Management		
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 Survey	SEL Survey	School Survey

Goal #4	Engaged Workforce
<b>Strategic Plan Goal Area</b>	Student Centered Workforce
<b>Strategic Plan Performance Objectives</b>	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement

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<b>Baseline Data</b>	<p>Spring 2024- YVM</p> <p>*Results unable to be reported because sample size was less than 10 staff. A focused survey will be administered in Fall 2024</p>	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<p>By 2027, staff engagement and workplace climate will improve based on the following tiered goal:</p> <p>-% of staff who respond "extremely or quite open" on the question "In your school or dept, how would you describe the atmosphere around open communication?" will increase from 65% to 75%</p> <p>-% of staff who respond "never" on the question "At your school, how often do you feel other staff treat you poorly because of your race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation?" will increase from 65% to 75%</p> <p>-% of staff who respond "Almost Always or Frequently" on the question "How often have you received recognition for doing good work?" will increase from 60% to 75%</p>			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	<p>By June 2025, staff engagement and workplace climate will improve based on the following tiered goal:</p> <p>-% of staff who respond "extremely or quite open" on the question "In your school or dept, how would you describe the atmosphere around open communication?" will increase from 17% to 50%</p> <p>-% of staff who respond "never" on the question "At your school, how often do you feel other staff treat you poorly because of your race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation?" will increase from 17% to 50%</p> <p>-% of staff who respond "Almost Always or Frequently" on the question "How often have you received recognition for doing good work?" will increase from 17% to 50%</p>		
<b>Annual Performance Goal Year 2 (2025-26)</b>	<p>By June 2026, staff engagement and workplace climate will improve based on the following tiered goal:</p> <p>-% of staff who respond "extremely or quite open" on the question "In your school or dept, how would you describe the atmosphere around open communication?" will increase from 50% to 65%</p> <p>-% of staff who respond "never" on the question "At your school, how often do you feel other staff treat you poorly because of your race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation?" will increase from 50% to 65%</p> <p>-% of staff who respond "Almost Always or Frequently" on the question "How often have you received recognition for doing good work?" will increase from 50% to 65%</p>		

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**Annual Performance Goal  
Year 3 (2026-27)**

By June 2027, staff engagement and workplace climate will improve based on the following tiered goal:

-% of staff who respond "extremely or quite open" on the question "In your school or dept, how would you describe the atmosphere around open communication?" will increase from 65% to 75%

-% of staff who respond "never" on the question "At your school, how often do you feel other staff treat you poorly because of your race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation?" will increase from 65% to 75%

-% of staff who respond "Almost Always or Frequently" on the question "How often have you received recognition for doing good work?" will increase from 60% to 75%

#### Strategic Plan Strategies

**Strategic Plan Strategies- PRIMARY**

S-SCW-2.5-Develop systems to gather feedback from teachers and staff to inform continuous improvement efforts.

**Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -**

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Partner with DEI to deliver in-person Implicit Bias Training	Sept-June, ongoing	Principal, All staff	Principal attends monthly staff meetings, DEI for training support
Create a positivity wall, monthly birthday recognitions, All staff awesome awards	Sept-June, ongoing	Principal, All staff	Principal
All CLT's establish norms of collaboration and working agreements for their meetings	Sept-June, ongoing	Principal, All staff	Principal attends monthly staff meetings
Develop a faculty council to provide an organized forum for staff to share concerns/opportunities for improvement	Sept-June, ongoing	Principal	Principal meets with Faculty Council

#### Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	LGI-SCW-2.1-YVM Staff: Workplace Climate	Strategic Plan Key Performance indicators	KPI-SCW-2.2-% staff responding favorably to YVM category Engaged Workforce: Workplace Climate
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 Survey	YVM

## Goal #5

## Partnerships



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<b>Strategic Plan Goal Area</b>	Partnerships		
<b>Strategic Plan Performance Objectives</b>	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.		
<b>Baseline Data</b>	<b>2023-24</b> -School-based survey - 90% parents responded "extremely or quite supportive" on the question "How supportive is your child's school if you need to ask for help addressing your child's needs?"	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, parent engagement will improve based on the following tiered goal:  -% of parents who respond "extremely or quite supportive" on the question "How supportive is your child's school if you need to ask for help addressing your child's needs?" will increase to 80% -% of parents who respond "extremely or quite well" on the question "How well do teachers and staff at your child's school communicate with you?" will increase to 80%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2024-25)</b>	By June 2025, at least 90% of parents will respond favorably to the following questions related to parent engagement:  -% of parents who respond "extremely or quite supportive" on the question "How supportive is your child's school if you need to ask for help addressing your child's needs?"  -% of parents who respond "extremely or quite well" on the question "How well do teachers and staff at your child's school communicate with you?"		
<b>Annual Performance Goal Year 2 (2025-26)</b>	By June 2026, at least 90% of parents will respond favorably to the following questions related to parent engagement:  -% of parents who respond "extremely or quite supportive" on the question "How supportive is your child's school if you need to ask for help addressing your child's needs?"  -% of parents who respond "extremely or quite well" on the question "How well do teachers and staff at your child's school communicate with you?"		
<b>Annual Performance Goal Year 3 (2026-27)</b>	By June 2027, at least 90% of parents will respond favorably to the following questions related to parent engagement:  -% of parents who respond "extremely or quite supportive" on the question "How supportive is your child's school if you need to ask for help addressing your child's needs?"  -% of parents who respond "extremely or quite well" on the question "How well do teachers and staff at your child's school communicate with you?"		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	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.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			

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#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 (Welcoming All Families) * Under the FACE Checklist we will focus on Advocating for Every Student: --Discusses goals for their children and develop personal learning plans or individual graduation plans -Engages in family in career exploration activities	Sept-June, ongoing	Principals, All staff	Principal - will monitor through IEP meetings, parent-teacher conferences
Action 2 (Communicating Effectively): * Utilize ParentSquare as a tool to support staff to 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, All staff	Principal - will review usage report
Action 3 (Student Success): * Host at least four parent workshops/information/training sessions that directly support student success, specifically career exploration and post-secondary opportunities	Sept-June, ongoing	Principal, Transition Coordinator, Student Support Coordinator	Principal will ensure events occur

#### Progress Monitoring

Strategic Plan Measures To determine if goal was achieved	Strategic Plan Key Performance indicators		
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)
LGI-P-2.1-YVM Family - Partnerships: Family Engagement	KPI-P-2.2-% families responding favorably to YVM category Partnerships: Family Engagement	School created survey	YVM