

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

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	Spr. 2024 Overall: 63% passed Black - 62% Hispanic - 41% English Learners 1-4 - 19% Economically Disadvantaged 47% SWD 34%	Identify if goal is required based on state or federal requirements, or other guidelines	Level 2 - VDOE - Math: Achievement Gaps
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: Black - Increase pass rate from 62% to at least a 73%. Hispanic - Increase pass rate from 41% to at least a 65%, reducing the gap from 21% to 8% EL - Increase pass rate from 19% to at least a 60%, reducing the gap from 44% to 13% SWD - Increase pass rate from 34% to at least a 64%, reducing the gap from 29% to 9% Econ Disadv. - Increase pass rate from 47% to at least a 67%, reducing the gap from 16% to 6%.			
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: Black - Increase pass rate from 62% to at least a 66%, reducing the gap from 1% to 1% Hispanic - Increase pass rate from 41% to at least a 53%, reducing the gap from 21% to 14% EL - Increase pass rate from 19% to at least a 39%, reducing the gap from 44% to 27% SWD - Increase pass rate from 34% to at least a 48%, reducing the gap from 29% to 19% Econ. Disadv. - Increase pass rate from 47% to at least a 57%, reducing the gap from 16% to 10%.		
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: Black - Increase pass rate from 66% to at least a 69%, reducing the gap from 1% to 1% Hispanic - Increase pass rate from 53% to at least a 61%, reducing the gap from 14% to 9% EL - Increase pass rate from 39% to at least a 52%, reducing the gap from 28% to 18% SWD - Increase pass rate from 48% to at least a 57%, reducing the gap from 19% to 13% Econ. Disadv. - Increase pass rate from 57% to at least a 64%, reducing the gap from 10% to 6%.		

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

Annual Performance Goal Year 3 (2026-27)	<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 69% to at least a 73%. Hispanic - Increase pass rate from 61% to at least a 65%, reducing the gap from 9% to 8% EL - Increase pass rate from 52% to at least a 60%, reducing the gap from 18% to 13% SWD - Increase pass rate from 57% to at least a 64%, reducing the gap from 13% to 9% Econ Disadv. - Increase pass rate from 64% to at least a 67%, reducing the gap from 6% to 6%.</p>
---	--

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS 1.2-Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include a deliberate focus on historically marginalized student groups.
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
<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 math workshop structures within each unit. * Every student will regularly (about once a week) meet 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. * Teacher SMART Goals support differentiated instruction and targeted small groups 	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 2</p> <ul style="list-style-type: none"> * Collaborative planning including EL and SpEd teachers to target identified needs. * Ensure that students 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. * Additional targeted small group in TA Flex using ixl. * Teacher SMART Goals support differentiated instruction and targeted small groups *Math strategy classes for Grade 6 and 7 *Interventionist utilizing the Bridges intervention program with targeted Grade 6 students which emphasizes problem solving, the use of models, and developing fluency. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
<p>Tier 3</p> <ul style="list-style-type: none"> * Progress monitoring every 6-8 weeks and adjustment in time or groups made as needed. Communication between classroom teacher and staff providing interventions to support activities and guided-group activities. * Use very straight-forward, explicit Instruction by breaking down mathematical concepts into smaller, more manageable steps. Clearly explain each step, provide guided practice, and offer opportunities for students to practice independently. *Interventionist utilizing AVMAR to advance targeted Grade 7 students' understanding and numeracy development. 	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

Professional Learning *Math teachers are participating in PL on NWEA assessments and use of that data to drive and inform instruction *Math teachers are also participating in math workshop training *Math teachers are also engaging in PL on implementing and using the data from ixl to inform and deliver interventions	Sept - June, ongoing	Classroom teachers, EL, SpEd teachers, Math Coach	
---	----------------------	---	--

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicators	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 level- NWEA - MAP Scores Teacher/CLT/Grade -End of Unit Assessments [Mastery Connect] -Progress Monitoring Data from Interventions	Teacher/CLT/Grade -End of Unit Assessments [Mastery Connect] -Progress Monitoring Data from Interventions	School level NWEA - MAP Growth Teacher/CLT/Grade -End of Unit Assessments [Mastery Connect] -Progress Monitoring Data from Interventions	School level- NWEA - MAP Growth Teacher/CLT/Grade -End of Unit Assessments [Mastery Connect] -Progress Monitoring Data from Interventions

Goal #2	Reading - 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	Overall: 70 % passed Key Areas of Needs Black - 65% Hispanic - 51% English Learners 1-4 - 18% Economically Disadvantaged 53% SWD 42% (Level Three)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

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 65% to at least a 74%, reducing the gap from 6% to 4%
- Hispanic** - Increase pass rate from 51% to at least a 69%, reducing the gap from 19% to 9%
- EL** - Increase pass rate from 18% to at least a 60%, reducing the gap from 52% to 18%
- SWD** - Increase pass rate from 42% to at least a 65%, reducing the gap from 28% to 13%
- Econ. Disadv.** - Increase pass rate from 53% to at least a 68%, reducing the gap from 17% to 10%.

Annual Performance Goals

Annual Performance Goal Year 1 (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 65% to at least a 70%, reducing the gap from 6% to 5% Hispanic - Increase pass rate from 51% to at least a 59%, reducing the gap from 19% to 14% EL - Increase pass rate from 18% to at least a 39%, reducing the gap from 52% to 34% SWD - Increase pass rate from 42% to at least a 53%, reducing the gap from 28% to 20% Econ. Disadv. - Increase pass rate from 53% to at least a 61%, reducing the gap from 17% to 12%
Annual Performance Goal Year 2 (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 69% to at least a 72%, reducing the gap from 5% to 4% Hispanic - Increase pass rate from 59% to at least a 66%, reducing the gap from 14% to 10% EL - Increase pass rate from 39% to at least a 51%, reducing the gap from 34% to 24% SWD - Increase pass rate from 53% to at least a 61%, reducing the gap from 20% to 15% Econ. Disadv. - Increase pass rate from 61% to at least a 65%, reducing the gap from 12% to 11%.
Annual Performance Goal Year 3 (2026-27)	<p>By June 2027, 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 72% to at least a 74%, reducing the gap from 4% to 4% Hispanic - Increase pass rate from 66% to at least a 69%, reducing the gap from 10% to 9% EL - Increase pass rate from 51% to at least a 60%, reducing the gap from 25% to 18% SWD - Increase pass rate from 61% to at least a 65%, reducing the gap from 15% to 13% Econ. Disadv. - Increase pass rate from 65% to at least a 68%, reducing the gap from 11% to 10%.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.
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
--------------	----------	---------------------------	-------------------------------

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

<p>Tier 1</p> <ul style="list-style-type: none"> - Explicit vocabulary Instruction-all content areas - Utilize strategies from Virginia Literacy Act Training Modules - Teacher SMART Goals support literacy instruction across content areas - Provide Co-Teaching professional learning and support through CLTs - Implement PACT lessons in general education English and Reading courses - Utilize common planning periods for EL teachers and General Education ELA/Reading Teachers 	Sept-June, ongoing	Teachers, MSRT	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 powerup / (Lexia English for EL 1 & 2) -TA Flex intervention groups 	Sept-June, ongoing	Teachers, MSRT	
<p>Tier 3</p> <ul style="list-style-type: none"> - Multisyllable Routine - Phonics Lessons (Phonics Lesson Library) -Immersive Reader, ed tech access for read aloud/translations -Implement new structured literacy curriculum -Just Words Phonics Curriculum 	Sept-June, ongoing	Teachers, MSRT	
<p>Professional Learning</p> <ul style="list-style-type: none"> -ELA teachers are participating in PL on NWEA assessments and use of that data to drive and inform instruction -ELA teachers are also participating in VDOE training -ELA teachers are also engaging in PL on using the data from specific assessments to inform interventions 	Sept-June, ongoing	Teachers, MSRT	

VDOE

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)
<p>School Level</p> <ul style="list-style-type: none"> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th, 7th and 8th) <p>Teacher/CLT/Grade-</p> <ul style="list-style-type: none"> -End of Unit Assessments -Writing performance tasks embedded in curriculum 	<p>School Level</p> <ul style="list-style-type: none"> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th, 7th, and 8th) <p>Teacher/CLT/Grade-</p> <ul style="list-style-type: none"> -End of Unit Assessments -Writing performance task embedded in curriculum 	<p>School Level</p> <ul style="list-style-type: none"> -NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th, 7th, and 8th) <p>Teacher/CLT/Grade-</p> <ul style="list-style-type: none"> -End of Unit Assessments -Writing performance task embedded in curriculum 	<p>School Level</p> <ul style="list-style-type: none"> --NWEA MAP Growth for ELA (BOY, MOY, EOY for 6th, 7th, and 8th) <p>Teacher/CLT/Grade-</p> <ul style="list-style-type: none"> -End of Unit Assessments -Writing performance task embedded in curriculum

Goal #3	Student Well-Being - School Climate
Strategic Plan Goal Area	Student Well-Being

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	Your Voice Matters survey 2024 Spring data shows 58% of TJMS students reported that the school has a positive school climate.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2024, at least 84% of students will respond favorably to the YVM category. Student Well-Being: School Climate			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2024, at least 80% of students will respond favorably to the YVM category. Student Well-Being: School Climate		
Annual Performance Goal Year 2 (2025-26)	By June 2024, at least 82% of students will respond favorably to the YVM category. Student Well-Being: School Climate		
Annual Performance Goal Year 3 (2026-27)	By June 2024, at least 84% of students will respond favorably to the YVM category. Student Well-Being: School Climate		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-1.2-Identify and train school and division staff on: (a)Evidence-based universal SEL curriculum that includes opportunities for student-student and student-staff dialogue and discussion, (b) Evidence-based social-emotional and behavioral interventions		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Implement second step lessons in TA	Ongoing: Counselors to meet with students	Director of Counseling Services, Counselors; TA Committee Members; SEL Team	Director of Counseling will monitor through weekly meetings with counselors
Train staff members and students to implement restorative practices strategies, pilot restorative practices team at grade 7 and restorative TA student leadership group. Train new teachers on positive classroom management procedures and practices to prioritize safe and positive classroom interactions and strong community.	Ongoing: Multiple SEL lessons throughout the school year.	Director of Counseling Services, Counselors; TA Committee Members; SEL Team	Dean of Students will monitor through monthly meetings with TA committee and all Admin will periodically observe SEL lessons delivered during TA

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

Educate students and staff on safety expectations and procedures, including quarterly safety town hall meetings with each grade level, and class meetings on zero tolerance policy on CHOP words.	Ongoing: Counselors & TA Teachers to meet with students	Director of Counseling Services, Counselors; TA Committee Members; SEL Team	Director of Counseling will monitor through weekly meetings with counselors
---	--	---	---

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-1.2-YVM Student: School Climate	Strategic Plan - Key Performance Indicators	KPI-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th
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)
Go Green! Spreadsheet to be completed by school counselor. Counselors reduce the number of students who are coded yellow or red on Go Green! spreadsheet and record meeting with 50% or more of students who answered "no" on TJMS Needs assessment	Counselors reduce the number of students who are coded yellow or red on Go Green! spreadsheet and record meeting with 75% or more of students on their caseload who answered "no" on TJMS Needs assessment 2) google form for students after completion of TA trusted adult lesson to measure participation as well as number who report having a trusted adult 3) 100% of TA teachers will have received names of students who reported "no" on TJMS Needs Assessment	Counselors reduce the number of students who are coded yellow or red on Go Green! spreadsheet and record meeting with 100% of students who answered "no" on TJMS Needs assessment 4) Counselors, SEL Team and TA Team note # of TA Teachers they have supported with TA lessons and note any resources or strategies that would be helpful to add to the toolbox to share with all TA teachers	Counselors reduce the number of students who are coded yellow or red on Go Green! spreadsheet and record meeting with 25% or more of students who answered "no" on TJMS Needs assessment 4) Counselors, SEL Team and TA Team note # of TA Teachers they have supported with TA lessons and note any resources or strategies that would be helpful to add to the toolbox to share with all TA teachers

Goal #4	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	2023-24 (EOY)- 61% 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			

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

By June 2027, at least 75% 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 65% 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 70% 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 75% of SWD will spend 80% or more of school day in general education setting.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
TA Flex, structured literacy courses, math strategies courses, Tier 1 instruction with differentiation by content, process, and product. Ensure that student progress monitoring is accurate so that IEP team decisions are based on high quality and up to date data.	Ongoing: TA Flex rotates with a 10 hour minimum, daily Tier 1 instruction, CLTs meet weekly,	Assistant Principal supervising ELA, Middle School Reading Teacher, Math Specialist, LEVEL 2 Support Coach English, and Reading Teachers	Admin will monitor through observations and walkthroughs and participation in IEP meetings
Co-teaching teams completed co-teaching agreements during pre-service week	Sept- June	Admin, All teachers	Admin will monitor through check-ins with co-teaching teams
Continue to strengthen school culture around benefits of inclusion through use of data and research	Sept- June	Admin, All staff	Admin will monitor through reviewing plans and activities during weekly admin team meetings.
Continue to work collaboratively with elementary feeder schools about benefits of inclusion and supports available to support students in the general education setting	Sept- June	Admin, SpEd Dept. Chair & Coordinator	Admin will monitor through outcomes of 5th grade IEP transition meetings

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

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27
Principal: Keisha Boggan

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)
Monlty Review of LRE Dashbaord	Monlty Review of LRE Dashbaord	Monlty Review of LRE Dashbaord	Monlty Review of LRE Dashbaord

Goal #5	Science - Proficiency 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	Overall: 70 % passed Key Areas of Needs Black - 65% Hispanic - 52% English Learners 1-4 - 19% Economically Disadvantaged 54% SWD 44%	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: Black - Increase pass rate from 61% to at least a 65%, reducing the gap from 21% to 19% Hispanic - Increase pass rate from 75% to at least a 78%, reducing the gap from 7% to 6% EL - Increase pass rate from 63% to at least a 67%, reducing the gap from 19% to 17 % SWD - Increase pass rate from 58% to at least a 65%, reducing the gap from 24% to 19% Econ Disadv. - Increase pass rate from 66% to at least a 69%, reducing the gap from 16% to 14%.			
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: Black - Increase pass rate from 65% to at least a 69%, reducing the gap from 5% to 4% Hispanic - Increase pass rate from 52% to at least a 60%, reducing the gap from 18% to 13% EL - Increase pass rate from 19% to at least a 39%, reducing the gap from 51% to 34% SWD - Increase pass rate from 44% to at least a 55%, reducing the gap from 26% to 18% Econ. Disadv. - Increase pass rate from 54% to at least a 62%, reducing the gap from 16% to 11%.		

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

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: Black - Increase pass rate from 69% to at least a 72%, reducing the gap from 4% to 4% Hispanic - Increase pass rate from 60% to at least a 64%, reducing the gap from 13% to 12% EL - Increase pass rate from 39% to at least a 52%, reducing the gap from 34% to 24% SWD - Increase pass rate from 55% to at least a 62%, reducing the gap from 18% to 14% Econ. Disadv. - Increase pass rate from 62% to at least a 65%, reducing the gap from 11% to 10%.		
Annual Performance Goal Year 3 (2026-27)	By June 2027, opportunity gaps on the Science SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 72% to at least a 74%, reducing the gap from 4% to 4% Hispanic - Increase pass rate from 64% to at least a 68%, reducing the gap from 12% to 10% EL - Increase pass rate from 52% to at least a 60%, reducing the gap from 24% to 18 % SWD - Increase pass rate from 62% to at least a 66%, reducing the gap from 14% to 12% Econ Disadv. - Increase pass rate from 65% to at least a 69%, reducing the gap from 11% to 9%.		
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) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Provide targeted intervention based on benchmark assessment data for class, small group, and/or individual students.	Sept-June, Ongoing	Teachers, RTG, IB Coordinator, AP	Principal, APs, Science Supervisor will monitor, conduct walkthroughs, observations and attend CLTs.
Complete unit benchmark assessments, independent project, and assessment maps	Sept-June, Ongoing		
Professional Learning: -Science teachers are participating in countywide PL focused on STEM Scopes and continue that work through their CLT's -Science teachers are participating in countywide PL focused on Mastery Connect and use of tool for assessment delivery and analysis	Sept-June, Ongoing		
Teacher reflections at the end of each unit based on data, successes, and opportunities for further growth.	Sept-June, Ongoing		
Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.4-Science SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.5-% of students passing the Science SOL
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

School wide Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit Teacher/CLT/Grade Power Standards Common formative and summative assessments Independent Project Internal standardization of an assesement	School wide Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit Teacher/CLT/Grade Power Standards Common formative and summative assessments Independent Project Internal standardization of an assesement	School wide Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit Teacher/CLT/Grade Power Standards Common formative and summative assessments Independent Project Internal standardization of an assesement	School wide Unit Assessments for Grades 6-8 (Mastery Connect) - after each unit Teacher/CLT/Grade Power Standards Common formative and summative assessments Independent Project Internal standardization of an assesement
--	--	--	--

Goal #6	6 - IB MYP: Every subject has an international and service connection in the curriculum.		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline Data	- IB MYP Assessment Checklist - Subject Overview - Preliminary review	Identify if goal is required based on state or federal requirements, or other guidelines	IBO - Purpose 3: The school community fosters internationally minded people who embody all attributes of the IB learner profile. (0101-03)
3 Year Performance Goal			
Leadership will work with CLTs to ensure every subject area or CLT has an updated subject overview that includes authentic international connections using global contexts and at least one service-learning connection.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	By June 2024, every subject area or CLT will have an updated subject overview that includes international connections using global contexts and at least one service-learning connection.		
Annual Performance Goal Year 2 (2025-26)	By June 2025, every subject area or CLT will have an updated subject overview that includes multiple international connections using global contexts and at least one service-learning connection.		
Annual Performance Goal Year 3 (2026-27)	By June 2026, every subject area or CLT will have an updated subject overview that includes multiple international connections that allows students to see themselves in the curriculum using global contexts and at least one service-learning connection.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	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		

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
The IB Coordinator will meet with CLTs to ensure that the subject overviews are reviewed, updated and include authentic service and international mindedness connections.	Sept- June	IB Coordinator	Admin team will receive updates from IB Coordinator during weekly check-ins
The revised subject overviews will be presented to the SCA, the Instructional Leaders, the Leadership Team and time permitting, the PTA as well for ideas and feedback.	Sept- June	IB Coordinator	Admin team will receive updates from IB Coordinator during weekly check-ins
Completed subject overviews will be shared with the community and posted on the school website.	Sept- June	IB Coordinator	Admin team will receive updates from IB Coordinator during weekly check-ins
Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved	Strategic Plan - Key Performance Indicators		
LGI-SWB-4.1-YVM Student: School Climate		KPI-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th	
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)
Every subject area has begun the process of reviewing the subject overviews to find meaningful links between the pacing guide and international-mindedness and service-learning.	Students, through groups like the Student Council Advisory, will review the subject overview plans for relevance, cultural and service connections.	Every subject area has subject overviews with international-mindedness. Many subject areas have service-learning links in their subject overview.	Every subject area has complete subject overviews with meaningful links between the pacing guide and international-mindedness and service-learning.
Goal #7	7 - IB MYP: Every subject area has at least one complete unit planner with a completed reflection each quarter.		
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.		

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

Baseline Data	-IB MYP Assessment Checklist -IB MYP Standards Action Plan -Preliminary review	Identify if goal is required based on state or federal requirements, or other guidelines	IBO - Coherent curriculum 2: Teachers collaborate to design, plan and deliver the school's IB programme(s). (0401-02)
3 Year Performance Goal			
Leadership will work with CLTs to ensure every subject area or CLT has four fully complete unit planners including: the inquiry, action (with differentiation), and reflection sections with completed unit planner evaluations for at least one unit per quarter.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	Every subject area has at least one complete unit planner with a completed reflection each quarter.		
Annual Performance Goal Year 2 (2025-26)	Every subject area has completed unit planners for every unit.		
Annual Performance Goal Year 3 (2026-27)	Every subject area has completed unit planners for every unit and completed unit planner evaluation of at least one unit a quarter.		
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) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
The IB Coordinator will meet with CLTs to ensure that unit plans are complete and with reflections that focus on appreciative inquiry.	Sept-June	IB Coordinator	Admin team will receive updates from IB Coordinator during weekly check-ins
Leadership will work with CLTs to ensure every subject area or CLT has four fully complete unit planners including: the inquiry, action (with differentiation), and reflection sections.	Sept-June	IB Coordinator	Admin team will receive updates from IB Coordinator during weekly check-ins
Leadership will work with CLTs to ensure every subject area or CLT has four fully complete unit planners including: the inquiry, action (with differentiation), and reflection sections.	Sept-June	IB Coordinator	Admin team will receive updates from IB Coordinator during weekly check-ins
Progress Monitoring			

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27

Principal: Keisha Boggan

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)
We have completed unit planners in math, Language and literature, Individuals and societies, and Sciences	We completed unit planners in World languages, Arts, Design, and English Learners.		

Goal #8	8 - IB MYP: Every subject completes at least one internal standardization of a summative task a quarter (where more than one teacher teaches the same subject).		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-2-By 2030, at least 75% of APS staff will report a positive workplace climate and staff engagement		
Baseline Data	-IB MYP Assessment Checklist -IB MYP Standards Action Plan -IB Programme Development Plan (PDP)	Identify if goal is required based on state or federal requirements, or other guidelines	IBO - Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)
3 Year Performance Goal			
Every subject completes at least one internal standardization of a summative task a quarter (where more than one teacher teaches the same subject) including World Languages, Arts, and Design.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2024-25)	Every subject completes at least one internal standardization of a summative task a quarter (where more than one teacher teaches the same subject).		
Annual Performance Goal Year 2 (2025-26)	Every subject completes at least one internal standardization of a summative task a quarter including World Languages, Arts, and Design.		
Annual Performance Goal Year 3 (2026-27)	Every subject completes at least one internal standardization of a summative task a quarter including World Languages, Arts, and Design with reflections completed in the unit planner.		
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			

Thomas Jefferson - School Action Plan - 2024-25 to 2026-27
Principal: Keisha Boggan

Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation
The IB Coordinator will meet with CLTs to ensure that assessments are graded together through the process of internal standardization.		Sept-June, ongoing	IB Coordinator	Admin team will receive updates from IB Coordinator during weekly check-ins
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-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th	
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)	
The internal standardization process has been completed with Math years 1-3, Lanaguage and Literature Yr 3.	World Geography, and Sceinces have completed the internal standardization process.			