

Glebe - School Action Plan - 2025-2026 to 2027-28 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 2025 - SOL - Math All Students - Pass 91% Hispanic - Pass 77% (gap 14%) EL - Pass 70% (gap 21%) SWD - Pass 60% (gap 31%) Econ. Disadv - Pass 75% (gap 16%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 78% to at least 84%, reducing the gap from 13% to 9% Hispanic - Increase pass rate from 77% to at least 83%, reducing the gap from 14% to 10% EL - Increase pass rate from 70% to at least 78%, reducing the gap from 21% to 15% SWD - Increase pass rate from 60% to at least 71%, reducing the gap from 31% to 23% Econ. Disadv. - Increase pass rate from 75% to at least 82%, reducing the gap from 16% to 12%			
Annual Performance Goals			
Annual Performance Goal Year 1 (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 78% to at least 80%, reducing the gap from 13% to 12% Hispanic - Increase pass rate from 77% to at least 79%, reducing the gap from 14% to 13% EL - Increase pass rate from 70% to at least 73%, reducing the gap from 21% to 19% SWD - Increase pass rate from 60% to at least 64%, reducing the gap from 31% to 28% Econ. Disadv. - Increase pass rate from 75% to at least 78%, reducing the gap from 16% to 14%		

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Annual Performance Goal Year 2 (2026-27)	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 80% to at least 82%, reducing the gap from 12% to 11% Hispanic - Increase pass rate from 79% to at least 81%, reducing the gap from 13% to 11% EL - Increase pass rate from 73% to at least 76%, reducing the gap from 19% to 17% SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 28% to 25% Econ. Disadv. - Increase pass rate from 78% to at least 80%, reducing the gap from 14% to 13%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 82% to at least 84%, reducing the gap from 11% to 9% Hispanic - Increase pass rate from 81% to at least 83%, reducing the gap from 12% to 10% EL - Increase pass rate from 76% to at least 78%, reducing the gap from 17% to 15% SWD - Increase pass rate from 68% to at least 71%, reducing the gap from 25% to 23% Econ. Disadv. - Increase pass rate from 80% to at least 82%, reducing the gap from 13% to 12%		
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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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. * Targeted groups are differentiated to meet each students' needs. Provide just-in-time support to help students access grade level curriculum.				Sept - June, ongoing	Classroom teachers, EL, SpEd teachers	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
Tier 2 *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	
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, 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	
Professional Learning: Staff will participate in VKRP training for implementing, analyzing and intervention. Staff will participate through CLT training on MAP data, how to read the data and use it for intervention				Sept - June, ongoing	Administrators, Math Coach	Principal & AP will support math coaches during CLTs and in identifying teachers for coaching cycles
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.

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Baseline Data	Spring 2025 - SOL - Reading Black - Pass 76% (opp. gap 14%) Hispanic - Pass 79% (opp. gap 11%) EL - Pass 60% (opp. gap 30%) SWD - Pass 64% (opp. gap 26%) Econ. Disadv - Pass 72% (opp. gap 18 %)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 76% to at least 83%, reducing the gap from 14% to 10% Hispanic - Increase pass rate from 79% to at least 85%, reducing the gap from 11% to 8% EL - Increase pass rate from 60% to at least 71%, reducing the gap from 30% to 22% SWD - Increase pass rate from 64% to at least 74%, reducing the gap from 26% to 19% Econ. Disadv. - Increase pass rate from 72 % to at least 80%, reducing the gap from 18% to 13%			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 76% to at least 78%, reducing the gap from 14% to 13% Hispanic - Increase pass rate from 79% to at least 81%, reducing the gap from 11% to 10% EL - Increase pass rate from 60% to at least 64%, reducing the gap from 30% to 27% SWD - Increase pass rate from 64% to at least 68%, reducing the gap from 26% to 23% Econ. Disadv. - Increase pass rate from 72% to at least 75%, reducing the gap from 18% to 16%		
Annual Performance Goal Year 2 (2026-27)	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 78% to at least 81%, reducing the gap from 13% to 11% Hispanic - Increase pass rate from 81% to at least 83%, reducing the gap from 10% to 9% EL - Increase pass rate from 64% to at least 68%, reducing the gap from 27% to 24% SWD - Increase pass rate from 68% to at least 71%, reducing the gap from 23% to 21% Econ. Disadv. - Increase pass rate from 75 % to at least 77%, reducing the gap from 16% to 15%		

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Annual Performance Goal Year 3 (2027-28)	By June 2028, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:		
	Black - Increase pass rate from 81% to at least 83%, reducing the gap from 11% to 10%		
	Hispanic - Increase pass rate from 83% to at least 85%, reducing the gap from 9% to 8%		
	EL - Increase pass rate from 68% to at least 71%, reducing the gap from 24% to 22%		
	SWD - Increase pass rate from 71% to at least 74%, reducing the gap from 21% to 19%		
Econ. Disadv. - Increase pass rate from 77 % to at least 80%, reducing the gap from 15% to 13%			
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 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			

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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 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- [Mastery Connect- Gr. 3-5 & Paper K-2]	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]	School level VALLSS NWEA MAP Growth 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 80%. (2025 YVM)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By Spring 2028, student well-being as measured by Your Voice Matters Survey rate will improve to 87%			
Annual Performance Goals			

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Annual Performance Goal Year 1 (2025-26)	By Spring 2026, student well-being as measured by Your Voice Matters Survey rate will improve by 3% from 80% to 83%		
Annual Performance Goal Year 2 (2026-27)	By Spring 2027, student well-being as measured by Your Voice Matters Survey rate will improve by 2% from 83% to 85%		
Annual Performance Goal Year 3 (2027-28)	By Spring 2028, student well-being as measured by Your Voice Matters Survey rate will improve by 2% from 85% to 87%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-3.2-Provide training and supports to educators to implement equitable and consistent behavior management strategies that include: (a) Core classroom expectations and processes, (b) Early intervention practices, (c) Restorative practices, (d) Trauma informed practices		
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	

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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 Admin, School leadership team training, Sept- June, Ongoing	
Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-1.2-YVM Student: School Climate	Strategic Plan - Key Performance Indicator	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)
SEL Survey	School Survey (based on YVM Question)	SEL Survey	YVM Survey results

Goal #4	Professional Learning		
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 2025 Your Voice Matters Survey, Engaged Workforce: Professional Learning "The Professional Learning at my school has improved my professional practice" was 86%	Identify if goal is required based on state or federal requirements, or other guidelines	

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3 Year Performance Goal			
By June 2028, percentage of staff who respond favorably on the 2026 YVM survey question, "The Professional Learning at my school has improved my professional practice?" will maintain 90% or above			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, percentage of staff who respond favorably on the 2026 YVM survey question, "The Professional Learning at my school has improved my professional practice?" will increase from 86% to 88%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, percentage of staff who respond favorably on the 2026 YVM survey question, "The Professional Learning at my school has improved my professional practice?" will increase from 88% to 90%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, percentage of staff who respond favorably on the 2026 YVM survey question, "The Professional Learning at my school has improved my professional practice?" will maintain 90% or above		
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

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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-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	Strategic Plan - Key Performance Indicator	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)
	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

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Baseline Data	In Spring of 2025, Partnerships: Family Engagement Score on Your Voice Matters was 91%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2028, Glebe will maintain 90% or more of APS families responding favorably on all questions within the category: Partnerships: Family Engagement			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By 2026, Glebe will maintain 90% or more of APS families responding favorably on all questions within the category: Partnerships: Family Engagement		
Annual Performance Goal Year 2 (2026-27)	By 2027, Glebe will maintain 90% or more of APS families responding favorably on all questions within the category: Partnerships: Family Engagement		
Annual Performance Goal Year 3 (2027-28)	By 2028, Glebe will maintain 90% or more of APS families responding favorably on all questions within the category: Partnerships: Family Engagement		
Strategic Plan Strategies			
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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation

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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. NOTE: Select practices that will support progress toward the goal(s) of your school action plan. 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.	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
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.	Sept- June, ongoing	Principal, Assistant principal, Bilingual Family Specialist, and all staff	All staff will use ParentSquare to communicate important events, share information and to schedule things like conferences with families.
Action 3 (Student Success): *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.) 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).	Sept- June, ongoing	Principal, Assistant principal, Bilingual Family Specialist, and all staff	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.

Progress Monitoring

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