

**Shriver - School Action Plan - 2023-24 to 2025-26**  
**Principal: George Hewan**

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	No Baseline Data	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<p>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.</p>			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, 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 2 (2024-25)</b>	By June 2025, at least 75% 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 (2025-26)</b>	By June 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>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		
<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	Fall 2023, ongoing throughout SY 2023-24	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

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	Unique Math		Results of Progress (End of Year)	Unique Math
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- 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 - Opportunity Gaps - SOL</b>
<b>Strategic Plan Goal Area</b>	Student Success
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.

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<b>Baseline Data</b>	No Baseline Data	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
Reading 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 Reading Assessment.			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, 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.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, at least 75% 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 (2025-26)</b>	By June 2026, at least 80% of Shriver students will increase their score by at least 2 pts from the BOY to EOY on the Unique Reading Assessment.		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<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>
-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.

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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	Fall 2023, ongoing throughout SY 2023-24	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

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	Unique Reading	Results of Progress (End of Year)	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)
<b>School level-</b> Unique Reading (BOY)  <b>Teacher/CLT/Grade -</b> Teacher created assessments	<b>Teacher/CLT/Grade -</b> Teacher created assessments	<b>School level-</b> Unique Reading (MOY)  <b>Teacher/CLT/Grade -</b> Teacher created assessments	<b>School level-</b> Unique Reading (EOY)  <b>Teacher/CLT/Grade -</b> Teacher created assessments

<b>Goal #3</b>	<b>Student Well-Being</b>		
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		Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2026, student social, emotional and mental health will improve based on the following tiered goal:  -% of students responding "happy" on the question "How you do feel at school most of the time?" will increase from 83% to 86% -% of students responding "yes" on the question "Do your teachers help you when you need it?" will increase from 88% to 90% -% of students responding "yes" on the question "Do you have friends at school?" will increase from 88% to 90% -% of students responding "yes" on the question "Do you feel safe at school?" will increase from 86% to 90%			

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### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	<p>By June 2024, student social, emotional and mental health will improve based on the following tiered goal:</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?" will increase from 70% to 75%</li> <li>-% of students responding "yes" on the question "Do your teachers help you when you need it?" will increase from 83% to 85%</li> <li>-% of students responding "yes" on the question "Do you have friends at school?" will increase from 83% to 85%</li> <li>-% of students responding "yes" on the question "Do you feel safe at school?" will increase from 78% to 83%</li> </ul>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<p>By June 2025, student social, emotional and mental health will improve based on the following tiered goal:</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?" will increase from 80% to 83%</li> <li>-% of students responding "yes" on the question "Do your teachers help you when you need it?" will increase from 85% to 88%</li> <li>-% of students responding "yes" on the question "Do you have friends at school?" will increase from 85% to 88%</li> <li>-% of students responding "yes" on the question "Do you feel safe at school?" will increase from 83% to 86%</li> </ul>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, student social, emotional and mental health will improve based on the following tiered goal:</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?" will increase from 83% to 86%</li> <li>-% of students responding "yes" on the question "Do your teachers help you when you need it?" will increase from 88% to 90%</li> <li>-% of students responding "yes" on the question "Do you have friends at school?" will increase from 88% to 90%</li> <li>-% of students responding "yes" on the question "Do you feel safe at school?" will increase from 86% to 90%</li> </ul>

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement SEL curricular resource (RC)</li> <li>* Deliver 20-30 minutes daily of explicit SEL instruction</li> <li>* Establish a team to review data and determine student needs and interventions</li> <li>* Identify SEL Lead who will act as a liason between your school and central office</li> <li>* Facilitate ongoing Adult SEL for staff; implement 3 signature practices at all staff meetings and CLTs</li> <li>* Administer SEL survey</li> </ul>	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.
<p><b>Tier 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* To address self-awareness, self-management, social awareness, and relationship skills utilize Zones of Regulation</li> </ul>	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.

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<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 on the Tier 2 & 3 interventions (i.e. Coping Cat, Zones of Regulation, etc.)	1-2) August for initial training, 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.
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#### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-1- YVM Student: Students feel supported	<b>Results of Progress (End of Year)</b>	School Survey
<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>
SEL Survey	School Survey	SEL Survey	School Survey

<b>Goal #4</b>	<b>Engaged Workforce</b>		
<b>Strategic Plan Goal Area</b>	Engaged Workforce		
<b>Strategic Plan Performance Objectives</b>	PO-EW-2-By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey.		
<b>Baseline Data</b>		<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, 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%			
<b>Annual Performance Goals</b>			

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<b>Annual Performance Goal Year 1 (2023-24)</b>	<p>By June 2024, staff engagement and workplace climate will improve based on the following tiered goal:</p> <ul style="list-style-type: none"> <li>-% 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 60%</li> <li>-% 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 60%</li> <li>-% 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 60%</li> </ul>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<p>By June 2025, staff engagement and workplace climate will improve based on the following tiered goal:</p> <ul style="list-style-type: none"> <li>-% 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 60% to 65%</li> <li>-% 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 60% to 65%</li> <li>-% 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 65%</li> </ul>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, staff engagement and workplace climate will improve based on the following tiered goal:</p> <ul style="list-style-type: none"> <li>-% 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%</li> <li>-% 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%</li> <li>-% 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%</li> </ul>

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-EW-1-Recruit, retain, and advance high-quality employees.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Partner with DEI to deliver in-person Implicit Basis 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

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All CLT's establish norms of collaboration and working agreements for their meetings	Sept-June, ongoing	Principal, All staff	Principal attends monthly staff meetings
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#### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-EW-6- YVM Staff: Engagement Results	<b>Results of Progress (End of Year)</b>	YVM
<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 Survey	YVM

<b>Goal #5</b>	<b>Partnerships</b>		
<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>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 (2023-24)</b>	By June 2024, 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 be at least 70%		
	-% 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 be at least 70%		



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<b>Annual Performance Goal Year 2 (2024-25)</b>	<p>By June 2025, parent engagement will improve based on the following tiered goal:</p> <p>-% 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 from 70% to 75%</p> <p>-% 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 from 70% to 75%</p>
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<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, parent engagement will improve based on the following tiered goal:</p> <p>-% 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 from 75% to 80%</p> <p>-% 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 from 75% to 80%</p>
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#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-P-1-Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

#### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Action 1 (Welcoming All Families)</b> * 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
<b>Action 2 (Communicating Effectively):</b> * 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
<b>Action 3 (Student Success):</b> * 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

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Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-P-3- YVM Family: Engagement	Results of Progress (End of Year)	YVM
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 created survey	YVM