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Engaged Workforce	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.	On the 2024 YVM survey, 70% of staff will respond favorably to having opportunities for professional learning that meets their needs.	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members		1) Survey and selection to focus strands for professional development. 2) Use of 3 staff meetings throughout the year to meet in small groups and focus professional development around a relevant and requested need. 3) Exit Ticket responses and reflections	August 2022- May 2023	Administration and leadership team, special area curriculum teachers	M-EW-9- Staff feedback on PL activities	The FY22 YVM results show 35% of the staff responded favorably "How relevant are the school-based professional learning opportunities to your work." This was down 10% from the previous year. The FY22 YVM result show 10% of the staff responded favorably to "How much input do you have to the professional learning opportunities available to you." This was down 11% from the year before.
Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.	By the end of the 2022-23 school year, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal: at least a 3% gap reduction for any reporting group with a gap between 5-20% on the baseline measure (SWD) at least a 10% gap reduction for any reporting group with a gap between 20-40% on the baseline measure (Black, EL's)	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		1) Weekly CTMs for curriculum, pacing, and student discussion; 2) small group targeted instruction; 3) Intervention groups with data analysis; 4) Lexia program implementation and monitoring; 5) Tutoring programs (before/after school), 6) Reading Volunteers for partner reading	August 2022- May 2023	Teachers, Support Staff, Administration, Volunteers	M-SS-9- DIBELS	Reading SOL (Gr. 3-5 aggregated)- Spring 2022 ALL- 93% Black -57% (36% gap) (13 students) Hispanic - 89% (4% gap) (19 students) EL - 67% (26% gap) (40 student) SWD - 80% (13% gap) (27 students) Economically Disadv. 87%- (6% gap) Dibels BOY data: K= 22% Intensive, 1st = 8% Intensive, 2nd = 10% Intensive, 3rd = 4% Intensive, 4th = 10% Intensive, 5th = 14% Intensive, OVERALL 12% Intensive

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Student Success	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments	By the end of the 2022-23 school year, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: -at least a 4% gap reduction for SWD -at least a 5% gap reduction for EL's -at least a 9% gap reduction for Black							

