

## Mission

We celebrate learning by creating a climate for success where all students become responsible, enthusiastic learners who strive to become life long learners. The faculty and staff recognize the diversity of individual student needs, and utilize research-based teaching strategies that will enable each child to succeed in becoming independent thinkers and problem-solvers.

## Vision

It is the vision of the Aldie Elementary School staff that learning be a positive and challenging experience for all students. Essential learning experiences and various assessment methods will be provided for each student. We will have a school where there are positive classroom climates of high-quality achievement evidenced by students and staff actively involved in the learning process using a variety of teaching strategies, resources and materials. As facilitators of learning, teachers and parents will work together to provide each student with opportunities for success, to increase each

student's self-image, and to encourage each student to become a productive member of society.



92% of students will pass all SOL tests



### Goals



Improve student achievement



### Indicators



### Action Plans



Expand use of Clarity



### Tasks




Introduce gradebook to staff


















Meet monthly for staff development on CLARITY

 All schools will meet AYP (NCLB) requirements

 **Goals**

 Exceed federal required SOL pass rates (AYP)


 **Indicators**

-  % All students passing Math SOL tests (AYP)
-  % All students passing Reading SOL tests (AYP)
-  % Average Daily Attendance (ADA) for schools (AYP)
-  % Black students passing the Math SOL test (AYP)
-  % Black students passing the Reading SOL test (AYP)
-  % Economically Disadvantaged students passing the Math SOL test (AYP)
-  % Economically Disadvantaged students passing the Reading SOL test (AYP)
-  % Hispanic students passing the Math SOL test (AYP)
-  % Hispanic students passing the Reading SOL test (AYP)
-  % Limited English Proficient students passing the Math SOL test (AYP)
-  % Limited English Proficient students passing the Reading SOL test (AYP)
-  % Special Education students passing the Math SOL test (AYP)
-  % Special Education students passing the Reading SOL test (AYP)
-  % White students passing the Math SOL test (AYP)
-  % White students passing the Reading SOL test (AYP)

 **Action Plans**

 Strengthen safe learning environments

 **Goals**

 Improve school climate

 **Indicators**





 **Action Plans**

 Introduce components of PBiS





 **Tasks**

 Continue with implementation of PBiS






**Goal Timeframe**

-  Long-term
-  Medium-term
-  Short-term
-  Not Assigned





**Action Plan Priority**

-  High
-  Medium
-  Low
-  Not Assigned

**Task Status**

-  Draft
-  In-Progress
-  Cancelled
-  Postponed
-  Completed

**Indicator Progress**

-  On Target
-  Warning
-  Off Target
-  Not Assigned