WALTON MIDDLE SCHOOL
SCHOOL STRATEGIC PLAN
2024-25

Vision for Albemarle County Public Schools: Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

Mission for Albemarle County Public Schools: Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high-quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.

School Statement:
In 2023-2024 we saw growth in the following areas: performance of black students in math and students with disabilities in reading. There was a drop in the performance of students with disabilities in math and a drop in performance of black students in reading. Additionally, we recognized a need for more frequent and consistent classroom teacher communication with families. To address these needs we have established the following priorities for 2024-2025.

Priority 1: Establish positive and authentic relationships with families and students through consistent teacher communication and opportunities for in-person connections beyond the classroom.

Priority 2: Students with disabilities will demonstrate growth of at least one tier from the prior year in both reading and math.

Priority 3: The performance of black students will improve to at least 75% overall passing in Reading.

In order to enact our vision and mission, our division and schools utilize Strategic Planning to identify "Division-Determined Priorities" (created by division leadership teams) and "School-Determined Priorities" (created by school-based leadership teams).

Division-Determined Priorities

The Division-Determined Priorities lead to attaining the vision and mission for all of our schools and students, and provide the specific, aligned support and accountability structures.

Strand I: Teaching for Learning

1. **Guaranteed and viable curriculum**
2. **On-going assessment and analysis of student progress**
3. **Professional learning communities**

Strand II: School Environment

4. **Creating positive learning environments for students and staff**
5. **Culturally responsive teaching/antiracism**
6. **Family engagement**

School-Determined Priorities

*School-based leadership teams work together to identify their **2-4 TOTAL** school-determined priorities based on their analysis of the school's data and context. {There will NOT BE a School Determined Priority for each of the 6 Focus Areas!} School-Determined Priorities will inform subsequent short-cycle plans (ninety-day plans) so that schools have the agility to adjust as needed.*

Strand I: Teaching for Learning

1. **Guaranteed and viable curriculum**
   School Determined Priority: Priority 2 and 3

2. **On-going assessment and analysis of student progress**
   School Determined Priority:Priority 2 and 3

Strand II: School Environment
3. **Family engagement**
   School Determined Priority: Priority 1

STRAND I: TEACHING FOR LEARNING			
SMART Goal: As measured by SOL results, every enrollment group in the school will meet state accreditation targets or reduce the previous failure rate by 10% in all tested subjects.			
Current State: https://schoolquality.virginia.gov/schools/leslie-h-walton-middle			
Focus Areas			
Focus Area 1: All students will have access to a guaranteed and viable curriculum.			
Division-Determined Priorities for Focus Area 1: Guaranteed and Viable Curriculum	**Role(s) Responsible for Implementation**	**Evidence of Progress/ Completion**	**Role(s) Responsible for Monitoring and Supporting**
Division staff will provide support and accountability for school leaders in facilitating faculty's use of ACPS pacing guides	Principals and leadership teams Support & Coaching: Directors	Observation of PLC meetings; learning walks with principal and Executive Directors of Schools and Directors; learning walk data; PLC meeting notes & agendas; lesson plans	On a bi-weekly basis, Executive Directors of Elementary and Secondary schools will do school walks with the principal and discuss findings related to this Priority, and implications for principal and school support.
Division staff will provide support and accountability for school leaders in attending PLCs to	Principals	Executive Directors of Schools will debrief with principals on their leadership team's work with PLCs, and share challenges they would like	On a biweekly basis, Executive Directors of Schools will visit or

facilitate teacher use of pacing guides, and co-create supports with and for teachers in instances indicating students need additional differentiation.	Support & Coaching: Equity Specialists Directors	support in solving regarding supports for teachers and students. Principals will describe their plan for integrating the leadership team into PLCs.	discuss PLCs with principals during school walks. On a quarterly basis, cabinet, executive directors, directors and principals will meet to assess the level of effectiveness of PLCs in the school, and determine next steps for addressing any challenges.
Division staff will provide support and accountability for school leaders to meaningfully use and conduct at least ten learning walks per year per teacher by framing conversations around learning walk trends.	Principals; Assistant Principals	Completion of review and revision of Learning Walk tool to ensure alignment with intended use; monitoring of learning walks at schools; production of trend data or other relevant analysis from Learning Walks	Principals, central staff
School- Determined Priorities for Focus Area 1: Guaranteed and Viable Curriculum	**Role(s) Responsible for Implementation**	**Evidence of Progress/ Completion**	**Role(s) Responsible for Monitoring and Supporting**
Students with disabilities and Black students will demonstrate growth of at least one tier from the prior year in both reading and math.	-Teaching staff -Administration	Learning Walks PLC Meeting Notes Regular Staff Check-ins Strategy shares	-Administration
Focus Area 2: Student learning will be monitored, and instruction will be adjusted accordingly, through utilizing a valid and reliable assessment plan to include division Quarterly Interim Assessments each quarter as well as teacher/PLC designed common formative assessments.			
Division-Determined Priorities for Focus Area 2: Ongoing analysis of student progress via robust assessment plan	**Roles(s) Responsible for Implementation**	**Evidence of Progress/ Completion**	**Role(s) Responsible for Monitoring and Supporting**

Division and school-based staff will co-create and utilize a valid and reliable assessment system that leverages multiple data points to shape instruction and respond to teachers' and students' needs. The assessment plan includes 1) quarterly, interim assessments aligned to the pacing guides and similar to VA SOLs in format, and 2) common, formative assessments designed by PLCs.	Curriculum Coordinators and assessment experts; Strategic Planning team; Principals	Quarterly Interim Assessments will be created by the beginning of the 24-25 school year or prior by the first day of the preceding quarter in math and ELA given changing standards. Quarterly interim assessments will be administered for grades 3-8 in reading, math, and science; 11th grade reading, Algebra I, Algebra II and Geometry.	Assistant Superintendent for Instruction; Assistant Superintendent for Strategic Planning; Directors; Principals
After each Quarterly Interim Assessment, school leaders and district staff will analyze individual teacher, grade/subject level, and student group data to inform instructional leadership planning and supports. School leadership and central office staff will facilitate teachers' and PLCs' analysis of their student data to make adjustments and co-create student supports.	Leadership teams and central staff	PLC plans for instructional adjustments based on analysis of quarterly data; creation of student and teacher supports as indicated by data	Assistant Superintendent for Instruction; Assistant Superintendent for Strategic Planning; Directors; Principals
School-Determined Priorities for Focus Area 2: Ongoing analysis of student progress via robust assessment plan	**Role(s) Responsible for Implementation**	**Evidence of Progress/ Completion**	**Role(s) Responsible for Monitoring and Supporting**
Focus Area 3: Professional Learning Communities- All licensed staff will participate in division PLCs for the purpose of enhancing teaching and learning. PLCs will collaborate to reflect on practice and analyze data.			

Division-Determined Priorities for Focus Area 3: PLCs	Role(s) Responsible for Implementation	Evidence of Progress/ Completion	Role(s) Responsible for Monitoring and Supporting
School leadership teams will support faculty with dedicated and structured PLC time to collaborate for the purposes of developing formative assessments, adjusting lesson content/pacing, using specific instructional strategies, and creating intervention and enrichments plans/lessons for students.	Principals; Assistant Principals; Instructional Coaches; DRTs; Equity Specialists	Observations of PLCs will indicate teacher collaboration, development of formative assessments and interventions; completion of equity audits; utilization of CRT Strategies in daily lessons through observations of PLCs, walkthroughs, informal and formal observations.	Principals; Assistant Principals; School Leadership Team; Instructional Coaches; Lead Coaches; OCE-Directors, Asst. Supt.
School-Determined Priorities for Focus Area 3: PLCs	**Roles(s) Responsible**	**Evidence of Progress/ Completion**	**Roles(s) Responsible for Monitoring and Supporting**

STRAND II: SCHOOL ENVIRONMENT

SMART Goal(s): We will foster a positive school climate for students and staff as demonstrated through high levels of engagement and satisfaction on the Gallup survey (staff) and the Panorama survey (students and families).

Current State: WMS_Panorama_S24 and

Focus Area 4: Creating Positive Learning Environments for Students and Staff.

Division-Determined Priorities for Focus Area 1: Positive Learning Environments	Role(s) Responsible	Evidence of Progress/Completion	Role(s) Responsible for Monitoring and Supporting
School leadership teams and central staff will consider how to plan for staff engagement and feedback loops.	Principals; Assistant Principals; School Leadership Team, School Staff;	Previous Gallup data, staff survey Data, informal Feedback (i.e., suggestion box, faculty meeting exit tickets, informal conversations with staff), staff turnover rates	Principals; Assistant Principals; School Leadership Team, Division HR Department

	Central support staff		
In order to optimize student attendance and sense of belonging, as well as reduce discipline infractions, school leadership teams and central staff will reference Power BI and other data sources to 1) identify areas for improvement, 2) problem solve/develop supports.	Principals; Assistant Principals; School Leadership Team; Central support staff	Updated discipline plan; yearly plan for student and staff recognitions; reduction in student infractions; increased rates of student/staff attendance and engagement; and increased percentages of engagement on Gallup and Panorama data.	Principals; Assistant Principals; Executive Director of Student Services; OCE Directors; Asst. Supt.
Division and school-based staff will ensure all staff are trained on RC/DD/Seminar			
School-Determined Priorities for Focus Area 4: Positive Learning Environments	**Role(s) Responsible for Implementation**	**Evidence of Progress/Completion**	**Roles(s) Responsible for Monitoring and Supporting**

Focus Area 5: Culturally Responsive Teaching/Anti-Racism—All students will have learning opportunities that are high quality, inclusive, anti-racist, and anti-bias, and the holistic needs of students from diverse backgrounds will be addressed.

Division-Determined Priorities for Focus Area 5: Culturally Responsive Teaching/Anti-Racism	**Role(s) Responsible**	**Evidence of Progress/ Completion**	**Role(s) Responsible for Monitoring and Supporting**	
School leadership teams, Equity Specialists, and DRTs will collaborate to determine a plan that includes identifying and	Principals; Assistant Principals;	Utilization of CRT strategies in daily lessons through observations of PLCs and walkthroughs,	Principals; Assistant Principals; School Leadership Team; OCE-Directors, Asst. Supt.	

implementing PD needed to support staff with the use of CRT Strategies.	Diversity Resource Teachers (DRTs); School Leadership Team OCE-Equity Specialists	informal and formal observations; Increase in achievement rates of students across all subgroups via formative, quarterly, and end-of-year simulation and SOL assessments; and Increase in percentage of teachers CRT micro-credentialed and certified.		
District staff will collaborate with school leaders in developing, implementing, and monitoring a plan for meeting the division expectation of 100% principals and teachers obtaining the CRT micro credential by 2026.	Principals; Assistant Principals; Diversity Resource Teachers (DRTs); School Leadership Team Equity Specialists	Principals will complete CRT template for articulating plan and approach to full implementation Teacher and principal-level PMLS data	Assistant Superintendent of Community Engagement; Directors; Principals	
School-Determined Priorities for Focus Area 5: Culturall y Responsive Teaching/Anti-Racism	**Roles(s) Responsible**	**Evidence of Progress/Completion**	**Role(s) Responsible for Monitoring and Supporting**	
Focus Area 6: Family Engagement-- Families and schools will partner together to support student learning.				
Division-Determined Priorities for Focus Area 6: Family Engagement	**Roles(s) Responsible**	**Evidence of Progress/ Completion**	**Role(s) Responsible for Monitoring and Supporting**	

Division staff will provide support and accountability for school leaders and staff to develop a communications plan to include regular updates from the principal and maintenance of updated website and social media. The principal will provide expectations of instructional staff regarding regular communications with families.	Principals; Assistant Principals; DRTs; School Webmaster); School Leadership Team, Division Communications Department	State of school presentation in Fall and Mid Year, updated website, communication plan, newsletters, social media	Principals; Assistant Principals; Communication Dept., OCE Directors & Asst. Superintendent	
School leadership teams will work with lead coaches, the school's assigned equity specialist, DRTs, grade level/content area instructional staff and PTO to develop 4 academic family events focused on reading, math, and/or content. After each event, these roles will analyze data collected from participants to better understand family needs and inform future events.	Principals; Assistant Principals; Diversity Resource Teachers (DRTs); School Leadership Team OCE-Equity Specialists, Lead Coaches	Family Night, announcements, take-home academic materials Exit slips; surveys	Principals; Assistant Principals; Lead Coaches, OCE Directors & Asst. Superintendent	
Schools will partner with families to stay abreast of individual student progress through holding fall and spring parent-teacher conferences as well as providing	Principals; Assistant Principals; Teachers		Principals; Assistant Principals;	