2024-30 Strategic Plan Priorities (adopted Dec. 2023) with 2022-28 Strategic Plan Implementation & Monitoring Elements as a starting point for consideration

INDEX: Student Academic Growth & Success | Student Well-Being | Student Centered Workforce | Operational Excellence | Student, Family, Community Partnerships

Performance Objective	Strategies	Lagging Indicators (Used for EOY reporting)	Leading Indicators	Key Performance Indicators
Priority 1: STUDENT ACADEMIC GROWTH AND SUCCESS APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to **eliminate** opportunity and achievement gaps.				
• By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments. (PO-SS-1)	• Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction. (S-SS-1) • Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. (S-SS-2) • Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships. (S-SS-3) • Address unconscious racial bias by implementing implicit bias training throughout APS. (S-SS-4)	• Reading SOLs (M-SS-1) • Writing SOLs (M-SS-2) • Math SOLs (M-SS-3) • Science SOLs (M-SS-4) • Social Studies SOLs (M-SS-5)	• Universal Math Screener (M-SS-6) • Universal Literacy Screener (M-SS-7) • PALS (M-SS-8) • DIBELS (M-SS-9) • Subject Specific Formative Assessment (M-SS-18)	• Gap in % of students passing the Reading SOL by identified subgroup (KPI-SS-1.a.) • Gap in % of students passing the Writing SOL by identified subgroup (KPI-SS-1.b.) • Gap in % of students passing the Math SOL by identified subgroup (KPI-SS-1.c.) • Gap in % of students passing the Science SOL by identified subgroup (KPI-SS-1.d.) • Gap in % of students passing the Social Studies SOL by identified subgroup (KPI-SS-1.e.)
• By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level. (PO-SS-2)		• Universal Math Screener (M-SS-6) • Universal Literacy Screener (M-SS-7) • DIBELS (M-SS-9)	• Universal Math Screener (M-SS-6) • Universal Literacy Screener (M-SS-7) • DIBELS (M-SS-9)	• % of students who demonstrated at least 1 yr of growth or remained at advanced level on DIBELS overall and by identified subgroup (KPI-SS-2.a.) • % of students who demonstrated at least 1 yr of growth or remained at advanced level on Math Inventory overall and by identified subgroup (KPI-SS-2.b.)

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PRIORITY 2: STUDENT WELL-BEING In partnership with families, staff, and students, APS will create inclusive, safe, and supportive learning environments that foster all students' intellectual, physical, mental, social-emotional growth and well-being.				
● Disproportionally in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase. (PO-SWB-1)	● Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct. (S-SWB-5)	● Risk profile (M-SWB-4) ● Suspension rates (M-SWB-5)	● Risk profile (M-SWB-4) ● Suspension rates (M-SWB-5) ● Discipline Referrals (M-SWB-11)	● % suspensions relative to % student population by identified subgroup (KPI-SWB-1.a) ● Relative risk of student groups being suspended compared to their peers by identified subgroup (KPI-SWB-1.b.)
● By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting. (PO-SWB-2)	● Increase co-taught sections of courses and classes to support the inclusion of students. (S-SWB-6)	● % of time SPED students spend in GenEd environments (M-SWB-6)	● % of time SPED students spend in GenEd environments (M-SWB-6) ● Number of co-taught sections in master schedules at inclusive model sites (M-SWB-7)	● % of students with disabilities who spend at least 80% or more of the school day in a general education setting (KPI-SWB-2)

● Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health. (PO-SWB-3)	● Integrate culturally relevant concepts and practices into all levels of school interactions. (S-SWB-1)
	● Establish and promote a culture of physical, social, emotional, and mental health wellness. (S-SWB-2)
	● Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs. (S-SWB-3)
	● Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth. (S-SWB-4)
		● **YVM Student: Social, Emotional, and Mental Health (M-SWB-9)**
		
		● YVM Student:
		  ○ Students feel supported (M-SWB-1)
		  ○ Students can identify a trusted adult (M-SWB-2)
		  ○ School Climate (M-SWB-3)
		  ○ School Safety (M-SWB-10)
		● YRBS Survey (M-SWB-8)
			● Students who can identify as school-based adult who supports them (M-SWB-15)	● % favorable responses by Gr. 4-5 students on the *Your Voice Matters* (YVM) survey category Student Well-Being: Social, Emotional, Mental Health (KPI-SS-3.a.)
				● % favorable responses by Gr. 6-12 students on the *Your Voice Matters* (YVM) survey category Student Well-Being: Social, Emotional, Mental Health (KPI-SS-3.b.)

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PRIORITY 3: STUDENT CENTERED WORKFORCE APS will support and invest in a culture that attracts and retains skilled, talented, and effective staff committed to student success and well-being.				
● 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. (PO-EW-1)	● Recruit, retain, and advance high-quality employees. (S-EW-1) ● Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members. (S-EW-2) ● Grow and develop current and future high-quality leader/managers. (S-EW-3)	● YVM Staff: PL results (M-EW-8)	● Staff PL participation data (M -EW-7) ● Staff feedback on PL activities (M-EW-9)	● % favorable responses by staff on the *Your Voice Matters* (YVM) survey category Engaged Workforce: Professional Learning (KPI-EW-1)
● 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. (PO-EW-2)	● Develop integrated approaches that promote employee health and wellness. (S-EW-4) ● Establish intentional and focused recruitment and retention efforts to bolster a diverse workforce. (S-EW-5)	● YVM Staff: Climate Results (M-EW-4) ● YVM Staff: Engagement Results (M-EW-6)	● Sick days taken (M-EW-1) ● Employee diversity profile (M-EW-2) ● Teacher diversity profile (M-EW-3) ● Employee retention (M-EW-5) ● Internal hires for leadership positions (M-EW-10) ● Diversity of the applicant pool (M-EW-11)	● % favorable responses by staff on the *Your Voice Matters* (YVM) survey category Engaged Workforce: Staff Engagement (KPI-EW-2.a.) ● % favorable responses by staff on the *Your Voice Matters* (YVM) survey category Engaged Workforce: Workplace Climate (KPI-EW-2.b.)
● By 2024, all staff participate in training that meets or exceeds industry standards for their position. (PO-EW-3)	● Recruit, retain, and advance high-quality employees. (S-EW-1) ● Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members. (S-EW-2) ● Grow and develop current and future high-quality leader/managers. (S-EW-3) ● Ensure leader/managers have access to high-quality workforce data.(S-EW-6)	● Staff PL participation data (M -EW-7) → *Current data does not allow for accurate reporting on the performance objective*	● Staff PL participation data (M -EW-7)	● % of staff who participated in training that met or exceeded industry standards for their position (KPI-EW-3)

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PRIORITY 4: OPERATIONAL EXCELLENCE APS will plan and implement efficient, effective, sustainable system-wide operations to support student, staff, and our community's success				
• Organizational operations will continuously improve their effectiveness as measured by identified KPIs. (PO-OE-1)	• Manage available resources equitably. (S-OE-1) • Provide high-performance learning and working environments that support Universal Design for Learning standards. (S-OE-2) • Identify and redesign or eliminate inefficient services. (S-OE-3) • Use long-term and systematic processes to ensure academics and operations are financially sustainable. (S-OE-4) • Systematically improve the quality of organizational operations. (S-OE-5)	• Capital Improvement Plan (M-OE-1) • MCMM Allocations (M-OE-2) • 3-year budget projections (M-OE-3) • Facilities KPIs (M-OE-4) • Finance KPIs (M-OE-5) • Information Services KPIs (M-OE-6) • Human Resources KPIs (M-OE-7)		**Key Performance Indicators** **F&O** • % of quarterly HVAC preventive maintenance completed (KPI-OE-1.a.) • % of facilities meeting or exceeding the target of 85% or better on the cleanliness quality control inspection (KPI-OE-1.b.) • % of schools/programs with 85% or higher on-time bus arrivals during AM (KPI-OE-1.c.) • Energy Use Intensity for facilities (KPI-OE-1.d.) **FMS** • % of purchase orders approved within 5 hours (KPI-OE-1.e.) • % of Extended Day staff who were employed for the entire school year who completed at least 24 hours of required professional development annually (KPI-OE-1.f.) • % of economically disadvantaged students participating in a meal program (KPI-OE-1.g.) • Savings from operations within the closeout report is within 3-5 percent of adopted budget (KPI-OE-1.h.) • Number of days to complete monthly closes and financial reporting to Cabinet and School Board (KPI-OE-1.i.) **Human Resources** • Number of assistants and substitutes successfully completing the A to T and Substitute to Teacher program (KPI-OE-1.j.) • First day of school fill rate for substitute teachers (KPI-OE-1.k.) • # of employees who participate in at least 1 wellness initiative (KPI-OE-1.l.) **Information Services** • % of student devices reported to be not functional for instructional purposes that are replaced within twenty four hours of the time they are reported. (KPI-OE-1.m.) • % of digital resources from the Office of Academics that are implemented on-time as requested/scheduled (KPI-OE-1.n.) • % of up-time for core Technology services (Communication, Network, Infrastructure) - (KPI-OE-1.o.) • % of up-time for core Information Systems services (Synergy, Canvas, STARS)- (KPI-OE-1.p.)

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PRIORITY 5: STUDENT, FAMILY, AND COMMUNITY PARTNERSHIPS *APS will strengthen and develop partnerships built on trust with students, families, community members, organizations, and local government to support student learning.*				
• By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results. (PO-P-1)	• Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being. (S-P-1) • Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences. (S-P-2) • Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports. (S-P-3) • Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality. (S-P-4)	• YVM Family: Engagement (M-P-3)	• Feedback from participants in school-based family learning events (M-P-4) • Self-assessment of events using the Family Learning Event Observation Tool (M-P-5) • FACE Policy Checklist (M-P-6) • Focus groups (M-P-7)	• % favorable responses by families on the *Your Voice Matters* (YVM) survey category Partnerships: Family Engagement. (KP!-P-1)