

Performance Objective	Strategies	Leading Indicators	Lagging Indicators (Used for EOY reporting)	Key Performance Indicators
<p>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.</p>				
<ul style="list-style-type: none"> By 2030, at least 85% of APS students will meet or exceed proficiency on the Virginia Standards of Learning (SOL's) assessments and all reporting groups will meet or exceed APS annual targets to make progress toward closing proficiency gaps. (PO-SS-1) <p><u>WORKSHEET LINK (PO-SS-1)</u></p>	<ul style="list-style-type: none"> Deliver APS adopted curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning. (S-SS-1) Provide professional learning to teachers and instructional assistants to improve the performance of all students with a deliberate focus on historically marginalized student groups. These supports will include prioritizing: <ul style="list-style-type: none"> Reducing and eliminating bias, the Science of Reading, Critical thinking, creative thinking, collaboration, communication, and citizenship skills, Supporting and improving culturally responsive pedagogical and behavioral support practices. Asset-based problem solving for all instructional staff to support all learners in inclusive classrooms. Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) to build collective efficacy across all schools and the division. Provide incentives for teachers at high turnover schools (i.e. additional release time for professional learning, additional compensation) Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, at all levels. (S-SWB-6) 	<ul style="list-style-type: none"> Universal Math Screener (M-SS-6) Universal Literacy Screener (M-SS-7) Subject Specific Formative Assessment (M-SS-18) APS Writing Performance Based Assessment (PBA) in 9th and 10th 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> % of students passing the Gr. 3 Reading SOL for all students and historically marginalized groups (KPI-SS-1.a.) % of students passing the Gr. 8 Reading SOL for all students and historically marginalized groups (KPI-SS-1.a.) % of students passing the Gr. 11 Reading SOL for all students and historically marginalized groups (KPI-SS-1.a.) % of students passing the Reading SOL for all students and by historically marginalized groups (KPI-SS-1.a.) % of students passing the Writing SOL for all students by historically marginalized groups (KPI-SS-1.b.) % of students passing the Math SOL for all students and by historically marginalized groups (KPI-SS-1.c.) % of students passing the Science SOL for all students and by historically marginalized groups (KPI-SS-1.d.) % of students passing the Social Studies SOL for all students and by historically marginalized groups (KPI-SS-1.e.)

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<ul style="list-style-type: none"> By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading. (PO-SS-2) <p>WORKSHEET LINK (PO-SS-2)</p>	<ul style="list-style-type: none"> Implement science of reading strategies and curriculum resources to grow all readers, particularly those below proficiency. Personalize reading and math instruction to meet the diverse needs of all learners (including time, opportunity, course choice) to annually improve skills and content knowledge. Provide accelerated learning opportunities that enable students to develop knowledge and skills that align with learning needs, personal interests and cultural relevance. Use systems to inform, encourage, and monitor enrollment in secondary intensified classes to ensure that it is proportional to the enrollment at the school. 	<ul style="list-style-type: none"> Universal Math Screener (M-SS-6) Universal Literacy Screener (M-SS-7) DIBELS (M-SS-9) WIDA Access for EL's 	<ul style="list-style-type: none"> Universal Math Screener (M-SS-6) Universal Literacy Screener (M-SS-7) DIBELS (M-SS-9) 	<ul style="list-style-type: none"> % of elementary, middle, and Gr. 9 students annually demonstrating growth in Math on NWEA Map Growth by either: <ul style="list-style-type: none"> Demonstrating expected growth for students who scored in the median levels of achievement (31st –60th percentile) in the Fall Demonstrating accelerated growth (growth in 61st percentile or higher) for students who score below the median levels of achievement (0 - 30th percentile) Demonstrating measurable progress and continue to perform above the median level of achievement (61st percentile or higher) % of middle school and Gr. 9 students annually demonstrating growth in reading on the NWEA MAP Growth by: <ul style="list-style-type: none"> <i>Same criteria above</i> % of elementary students annually demonstrating growth in reading on the DIBELS assessment by either: <ul style="list-style-type: none"> Demonstrating at least one year of growth for students on grade level, or Demonstrating at least a year and half of growth for students below grade level (using DIBELS Progress Monitoring), or Demonstrating measurable progress and continuing to perform at the advanced level for students who are above grade level

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<ul style="list-style-type: none"> By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of their school day in a general education setting alongside their non-disabled peers, at all levels.- <p>WORKSHEET LINK (PO-SS-3)</p>	<ul style="list-style-type: none"> Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms. Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction. 	<ul style="list-style-type: none"> % of students with disabilities who spend at least 80% or more of the school day in a general education setting % of students with disabilities responding that they are “...sure they can complete the work that is assigned in their class” on the SEL survey (self-efficacy). % of inclusive classes with two or more certified teachers 	<ul style="list-style-type: none"> % of students with disabilities who spend at least 80% or more of the school day in a general education setting 	<ul style="list-style-type: none"> % of students with disabilities who spend at least 80% or more of the school day in a general education setting (KPI-SWB-2)
<ul style="list-style-type: none"> By 2030, at least 95% of graduating students will have met at least one of the College, Career, Civic Readiness Indicators (CCCRI). (PO-SS-4) <p>WORKSHEET LINK (PO-SS-4)</p>	<ul style="list-style-type: none"> Implement the use of career interest inventories to guide student academic counseling and course-taking decisions by the beginning of 7th grade. Provide regular (at least annual) academic counseling for students beginning in middle school to review interests, academic progress, high-school course of study and graduation planning. Develop, implement, and communicate career pathways to reflect inclusivity, pathways and opportunities for all students. Provide learning opportunities in a variety of settings, times, and formats so that students can align knowledge, skills, and personal interests with career and college opportunities, including High Quality Work-Based Learning experiences. (S-SS-3) 	<ul style="list-style-type: none"> # of students who have a 5-year plan by the end of 8th grade, disaggregated by student reporting group # of students achieving each type of CCCRI indicator for each student reporting group and grade level 	<ul style="list-style-type: none"> CCCRI completion data disaggregated by student reporting group for graduating students 	<ul style="list-style-type: none"> % of graduating students who achieved CCCRI by student reporting group

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<p>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.</p>				
<ul style="list-style-type: none"> By 2030, APS students will have a positive school experience to include a climate of trust and relationships as evidenced by at least 80% of students responding favorably to the YVM categories School Climate and Student Social, Emotional, Mental Health and SEL survey category Self-Management (PO-SWB-3) <p>WORKSHEET LINK (PO-SWB-3)</p>	<ul style="list-style-type: none"> Establish and promote a culture of physical, social, emotional, and mental health awareness into all levels of school interaction by implementing evidence-based, culturally responsive curriculum materials and strategies that help students maintain and/or improve their physical, social, emotional, and mental health Identify and train school and division staff on: <ul style="list-style-type: none"> evidence-based universal SEL curriculum evidence-based social-emotional and behavioral interventions Systematically ensure all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships. (modified S-SWB-4) Increase student access to nature inside and outside of the classroom 	<ul style="list-style-type: none"> Students who can identify a school-based adult who supports them (M-SWB-15) Attendance Discipline Referrals Virginia Youth Survey Outdoor learning or Nature based activities 	<ul style="list-style-type: none"> YVM Student: Social, Emotional, and Mental Health (M-SWB-9) YVM Student: School Climate (M-SWB-9) SEL Survey: Self-Management 	<ul style="list-style-type: none"> % students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th (KPI-SS-3.a.) % students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 6th – 12th (KPI-SS-3.a.) % students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th % students responding favorably to YVM category Student Well-Being: School Climate: 6th – 12th % students responding favorably to SEL survey category Self-Management: 3rd-5th % students responding favorably to SEL survey category Self-Management: 6th-12th

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<ul style="list-style-type: none"> By 2030, APS will reduce chronic absenteeism at all schools so that no more than 8% of students are chronically absent and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group's enrollment. (PO-SWB-2) <p>WORKSHEET LINK (PO-SWB-2)</p>	<ul style="list-style-type: none"> Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: <ul style="list-style-type: none"> Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism. Identifying challenges and barriers specific to student reporting group needs. Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data. Develop, in partnership with community agencies and partners, consistent and regular two-way communication about services and supports available to students and families to address needs that may be impacting student attendance. 	<ul style="list-style-type: none"> Monthly/Quarterly Attendance data Home visit data Suspension data Literacy Screener data Math Screener data SEL Survey YVM Student Survey 	<ul style="list-style-type: none"> Attendance Data 	<ul style="list-style-type: none"> % of students who are chronically absent overall and by student reporting group and school
<ul style="list-style-type: none"> By 2030, APS will reduce suspensions for all students by 50% and reduce over-representation of student groups based on race/ethnicity, students with a disability, and English Learners to no more than 5% based on the group's enrollment. (PO-SWB-1) <p>WORKSHEET LINK (PO-SWB-1)</p>	<ul style="list-style-type: none"> Implement evidence-based restorative practices to help repair the harm of behaviors done to others, empower students to resolve conflict positively, and support strategies that prioritize student attendance in classrooms when safety is not a concern. Provide training and supports to educators to implement equitable and consistent behavior management strategies that include: <ul style="list-style-type: none"> Core classroom expectations and processes Early intervention practices Restorative practices Trauma informed practices 	<ul style="list-style-type: none"> Risk profile (M-SWB-4) Suspension rates (M-SWB-5) Discipline Referrals (M-SWB-11) Student focus groups Parent Focus Groups Qualitative data from reentry meetings % staff trained on restorative practices 	<ul style="list-style-type: none"> Risk profile (M-SWB-4) Suspension rates (M-SWB-5) 	<ul style="list-style-type: none"> % suspensions relative to % student population by student reporting group (KPI-SWB-1.a) % of risk of student groups being suspended compared to their peers by student reporting group (KPI-SWB-1.b.)

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<ul style="list-style-type: none"> By 2030, identify all gaps in belonging/connectedness for LGBTQ+ students and increase sense of belonging and reduce risk behavior by X %. <p><i>*need a baseline before a target can be set</i></p> <p><u>WORKSHEET LINK (PO-SWB-4)</u></p>	<ul style="list-style-type: none"> Engage LGBTQ+ families and community partners to develop reliable and confidential data sources for LGBTQ+ reporting intended to increase sense of belonging and reducing risk behavior for this group (S-SCW-1) Provide evidence-based professional development to staff on strategies to enhance LGBTQ+ sense of belonging and connectedness. Provide evidence-based professional development to staff on strategies to enhance student sense of belonging and connection for all groups disproportionately impacted. Provide community forums by identified reporting groups to help families better understand student needs to improve connectedness and belonging at school and in the community. 	<ul style="list-style-type: none"> Virginia Youth Survey Student Focus Groups 	<ul style="list-style-type: none"> YVM Student: School Climate Virginia Youth Survey 	<ul style="list-style-type: none"> % of LGBTQ+ students responding favorably to YVM school climate question around “sense of belonging”: 4th-5th % of LGBTQ+ students responding favorably to YVM school climate question around “sense of belonging”: 6th-12th <p><i>*APS staff are still developing a KPI that would measure risk behaviors for LGBTQ+ students</i></p>
<ul style="list-style-type: none"> By 2030, XX% of students will report feeling safe at school as measured by XX% of students responding favorably to YVM category School Safety. <p><i>*Team is continuing to review baseline data. A proposed target will be shared publicly by May.</i></p>	<ul style="list-style-type: none"> Communicate and improve tiered behavioral interventions to identify and eliminate root causes of serious behavioral infractions. Assess and continually improve school-based processes for proactive behavioral instruction and interventions (i.e., include reviewing core, intervention, and intensive supports for students and schools). Continue to enhance the threat assessment process to facilitate evidence-based, proactive identification, intervention, and mitigation of school safety threats, including safety plans. Create and maintain a culture of trust and relationships (students, staff & families) where concerns are reported (students, staff & parents) 	<ul style="list-style-type: none"> Bullying incidents Threat assessments Reports of concern Serious incident reports 	<ul style="list-style-type: none"> Bullying incidents Threat assessments Serious incident reports YVM: Student Well-Being: School Safety 	<ul style="list-style-type: none"> # of bullying incidents by student reporting group # of threat assessments # of serious incident reports % of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 4-5th % of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 6-12th

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<p>PRIORITY 3: STUDENT CENTERED WORKFORCE</p>				
<p>APS will support and invest in a culture that attracts and retains skilled, talented, and effective staff committed to student success and well-being.</p>				
<ul style="list-style-type: none"> By 2030, XX% of all staff will respond favorably that professional learning improved their professional practice, by employee scale. (PO-EW-1) <p><i>*Team is continuing to review baseline data. A proposed target will be shared publicly by May.</i></p> <p>WORKSHEET LINK (PO-SCW-1)</p>	<ul style="list-style-type: none"> Develop a comprehensive vision and definition of quality professional learning in APS. Develop and implement a competency-based professional learning and evaluation framework with all staff members aligned to achieve the division’s strategic priorities and objectives. Incorporate evidence-informed recruitment, retention, and development practices to advance a quality diverse workforce representing the APS student population. Develop and sustain multiple professional learning pathways to school-based and division-wide leadership opportunities. (S-EW-3) 	<ul style="list-style-type: none"> Staff PL participation data (M -EW-7) Staff feedback on PL activities (M-EW-9) Advisory Council/Roundtable Discussions/Focus Groups Employee diversity profile (M-EW-2) Student diversity profile Assistant to Teacher program completion Substitute to Teacher program completion Internal promotion data (Teacher to Teacher Specialist, Teacher to Administrator, etc.) Staff participation in district surveys 	<ul style="list-style-type: none"> YVM Staff survey: Engaged Workforce: Professional Learning (M-EW-8) Frontline Professional Learning post-survey 	<ul style="list-style-type: none"> % of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice, by employee scale % of school-based staff responding favorably to the YVM question that Division-Wide professional learning improved their professional practice, by employee scale % of all staff responding favorably to Frontline survey question that school-based professional learning improved their professional practice, by employee scale % of all staff responding favorably to Frontline survey question that Division-Wide professional learning improved their professional practice, by employee scale (KPI-EW-1)

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<ul style="list-style-type: none"> By 2030, APS staff will respond favorably to their workplace climate by XX% and staff engagement by XX% on the Your Voice Matters survey. (PO-EW-2) <p><i>*Team is continuing to review baseline data. A proposed target will be shared publicly by May.</i></p> <p>WORKSHEET LINK (PO-SCW-2)</p>	<ul style="list-style-type: none"> Conduct cross-functional analysis of educator/staff requirements and expectations (school, district, state, federal) in order to prioritize time spent on students and student learning. Develop and implement integrated human resources approaches and initiatives that enable a student-centered, inclusive school climate and promote employee health and wellness. Develop and implement reward and recognition processes for all employees aligned to APS strategic priorities and performance objectives. Develop a division-wide system of two-way communication to build understanding, collaborate, raise and resolve concerns aligned to division strategic plan priorities. 	<ul style="list-style-type: none"> Employee retention (M-EW-5) Staff attendance Stay interviews Exit interviews Separation reasons by employee group, race/ethnicity, gender # of employees who participate in at least 1 wellness initiative 	<ul style="list-style-type: none"> YVM Staff: Workplace Climate (M-EW-4) YVM Staff: Staff Engagement (M-EW-6) 	<ul style="list-style-type: none"> % staff responding favorably to YVM category Engaged Workforce: Staff Engagement (KPI-EW-2.a.) % staff responding favorably to YVM category Engaged Workforce: Workplace Climate (KPI-EW-2.b.)
<ul style="list-style-type: none"> By 2030, APS will retain at least 93% of its staff to maintain division continuity, improve student achievement, and ensure human resources are prioritized on school progress. (PO-SCW-4) <p>WORKSHEET LINK (PO-SCW-4)</p>	<ul style="list-style-type: none"> Study, develop, and implement a competitive total rewards package to recruit & retain the highest quality staff in all scales. Engage staff in providing input, feedback, and continuous improvement of APS employee total rewards package (i.e. compensation, benefits, tuition assistance). Implement structures to include staff in decision making that contributes to the improvement of learning and operations in APS. Study and analyze innovative staffing models inclusive of new uses. 	<ul style="list-style-type: none"> Quarterly staff attrition by demographics (all scales disaggregated) Staff focus group 	<ul style="list-style-type: none"> Staff retention by employee scale (M-EW-5) YVM Engaged Workforce: Employee Voice YVM Engaged Workforce: Compensation and Benefits 	<ul style="list-style-type: none"> % of staff retention by employee scale % of staff responding favorably to YVM category Engaged Workforce: Compensation and Benefits, by employee scale % of staff responding favorably to YVM category Engaged Workforce: Employee Voice, by employee scale

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<ul style="list-style-type: none"> By 2030, XX% of staff will report feeling safe at their workplace as measured by XX% staff responding favorably to YVM category Safety. <p><i>*Team is continuing to review baseline data. A proposed target will be shared publicly by May.</i></p>	<ul style="list-style-type: none"> Foster a positive school climate that promotes respect, inclusivity, and conflict resolution. Create and maintain a culture of trust and relationships (staff, families, and administration) where concerns are reported (students, staff, families, and administration) and addressed. Empower staff to implement tiered behavioral interventions to identify and eliminate root causes of serious behaviors and connect students to resources and supports to reduce and eliminate behaviors that pose safety risks. 	<ul style="list-style-type: none"> Reports of concern Serious incident reports 	<ul style="list-style-type: none"> YVM: Staff: Operational Excellence: Safety 	<ul style="list-style-type: none"> % of staff responding favorably to YVM category Operational Excellence: Safety
<p>PRIORITY 4: OPERATIONAL EXCELLENCE APS will plan and implement efficient, effective, sustainable system-wide operations to support student, staff, and our community’s success</p>				
<ul style="list-style-type: none"> By 2030, APS will achieve 80% of the completed projects in the capital improvement plan to provide quality, safe, and environmentally sustainable learning environments that ensure stewardship of public assets. <p>(PO-OE-1)</p> <p>WORKSHEET LINK (PO-OE-1)</p>	<ul style="list-style-type: none"> Develop and implement a long-range plan to renovate existing school facilities and shape current and future Capital Improvement Plans including consideration for: <ul style="list-style-type: none"> Major Building Systems, Common Space Adequacy, and Educational Space and Technology Adequacy. Continue to progress maintenance processes to ensure that instructional operations are not inhibited by facility or building conditions and that aging facilities are extended to/past their expected life cycles. Systematically assess and address facility safety and remediate structural, mechanical, electrical, plumbing, and technological issues. 	<ul style="list-style-type: none"> # of annual capital improvement projects 	<ul style="list-style-type: none"> Annual capital improvement projects completed 	<ul style="list-style-type: none"> % of annual capital improvement projects completed

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	<ul style="list-style-type: none"> Employ environmentally sustainable learning environments that are fiscally attainable and support progress toward Arlington County sustainability goals. 			
<ul style="list-style-type: none"> By 2030, APS will support the learning and development of students by ensuring 100% of schools are able to provide free meals to all students and reduce the delays of student transportation routes by 10% annually. (PO-OE-2) <p><u>WORKSHEET LINK (PO-OE-2)</u></p>	<ul style="list-style-type: none"> Investigate, obtain, and implement all available resources from the federal, state, and local governments to provide free breakfast and lunch Employ strategies to recruit, train, and retain highly qualified bus drivers. Continue to leverage transportation technology to improve safety, routing, maintenance, and efficiency. Partner with Arlington government and community agencies to provide efficient and safe alternatives to student transportation to improve access to academic programs and supports or when there are interruptions. 	<ul style="list-style-type: none"> % of students receiving reduced or free school meals Meal participation rate by school APS transportation staff turnover % of buses on-time by site and month # of preventable transportation accidents 	<ul style="list-style-type: none"> Meal participation rate by school APS on-time school transportation by site 	<ul style="list-style-type: none"> APS school meal participation rate % of APS on-time school transportation
<ul style="list-style-type: none"> By 2030, APS technology systems and operational services will be functional and available for use by students, staff, and community 99.9% of the year. 	<ul style="list-style-type: none"> Implement processes for the review and deployment of new instructional and operational technologies to ensure compatibility, effectiveness, and efficiency with APS business and instructional systems. Implement technology infrastructure plans to maintain and improve efficiency and effectiveness of operational and business systems and infrastructure of APS. Establish and improve processes to ensure students and staff have consistent and equitable access to instructional/information technology facilitating quality teaching and learning. 	<ul style="list-style-type: none"> % of staff annually informed of policies around technology-based security and potential threats 	<ul style="list-style-type: none"> Up-time for core Technology Services Student devices reported not functional for instructional purposes Digital resources from the Office of Academics that are implemented on-time as approved Up-time for core Information Systems 	<ul style="list-style-type: none"> % of up-time for core Technology services (Communication, Network, Infrastructure) - (KPI-OE-1.o.) % 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 Information Systems services (Synergy, Canvas, STARS)- (KPI-OE-1.p.)

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<p>PRIORITY 5: STUDENT, FAMILY, AND COMMUNITY PARTNERSHIPS</p>				
<p><i>APS will strengthen and develop partnerships built on trust with students, families, community members, organizations, and local government to support student learning.</i></p>				
<p>Student Partnerships</p> <ul style="list-style-type: none"> By 2030, XX% of students will report that they are equal partners with school staff and families in their educational experience. <p><i>*No baseline data currently. Teams are continuing to review the best available data to help establish a target.</i></p> <p>WORKSHEET LINK (PO-P-1) WORKSHEET LINK (PO-P-2) WORKSHEET LINK (PO-P-3) Summary worksheet</p>	<ul style="list-style-type: none"> Develop and implement equitable school and classroom processes to authentically engage students in decision making to improve learning outcomes. Refine, expand access, and consistently communicate explicit pathways to post-secondary success and careers for students and their families beginning in elementary school. Systematically orient and induct students new to the country to US and APS public education culture, expectations, processes, and opportunities. 	<ul style="list-style-type: none"> SEL (Fall) - Self-Efficacy or Growth Mindset Staffing based on planning factor based on school 	<ul style="list-style-type: none"> SEL (Spring) YVM Student Survey 	<ul style="list-style-type: none"> % of students responding favorably to the question that they are equal partners with school staff and families in their educational experience. (Plans to include on future YVM and/or SEL survey)
<p>Family Partnerships</p> <ul style="list-style-type: none"> By 2030, at least XX% families will respond to the Your Voice Matters (YVM) survey and at least 90% will respond favorably for the category of Partnerships: Family Engagement and the demographics of parent’s completing survey will mirror the demographics of the APS student population. 	<ul style="list-style-type: none"> Employ the APS Family and Community Engagement (FACE) Policy and policy implementation procedures to establish the conditions for equitable family-school partnerships that foster student achievement and school improvement. Develop Family and Community Engagement (FACE) consistently across APS in elementary, middle, and high schools. Create and implement a system-wide tool for our school division to inventory the types of 	<ul style="list-style-type: none"> % of school and program sites with a FACE action team coordinator Types of Family Engagement Activities offered, by School % student facing staff who complete FACE professional learning Division led focus 	<ul style="list-style-type: none"> YVM Family: Engagement (M-P-3) Staff completion of FACE professional learning 	<ul style="list-style-type: none"> % families responding favorably to YVM category Partnerships: Family Engagement. (KPI-P-1) # families who completed YVM, by reported student group. % staff who completed FACE professional learning in family engagement and understanding.

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<p>Community Partnerships</p> <ul style="list-style-type: none"> By 2030, increase the number of community partnerships from ___ to ___ that are aligned to the division’s strategic plan. <p><i>*Team is continuing to review baseline data. A proposed target will be shared publicly by May.</i></p> <p>WORKSHEET LINK (PO-P-1) WORKSHEET LINK (PO-P-2) WORKSHEET LINK (PO-P-3) Summary worksheet</p>	<ul style="list-style-type: none"> Build a comprehensive structure and process for defining community partnerships, setting expectations, monitoring performance, and ensuring quality is aligned to student academic/well-being and staff (recruitment, selection, retention) outcomes. Continue, deploy, and monitor partnerships with advisory committees, nonprofits, government agencies 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 support. Foster, implement, and communicate an equitable system of private- and public-sector partners for career exploration and work-based learning opportunities aligned to post-secondary and career pathways. Cultivate partnerships with advisory committees, nonprofits, government agencies and other local organization to provide school and non-school based learning opportunities 	<ul style="list-style-type: none"> Annual count of community partnerships by category of support as organized in the proposed strategies for this performance objective (1-student outcomes, 2-staff outcomes, 3-student/family wrap-around services) Partners feedback on quality of partnership 	<ul style="list-style-type: none"> # strategic partnerships providing services aligned to APS Strategic Plan 	<ul style="list-style-type: none"> # of strategic partnerships

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