

2024-30 Strategic Plan - PRIORITY TEAM FINAL - 8 May 2024 (Changes since March 2024 - **Highlighted**)

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Performance Objective	Strategies	Leading Indicators (Used to monitor progress)	Lagging Indicators (Used for end of year reporting)	Key Performance Indicators
<p>Priority 1: STUDENT ACADEMIC GROWTH AND SUCCESS</p>				
<p>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 90% 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 demonstrate increased levels of proficiency and progress toward closing proficiency gaps. 	<ul style="list-style-type: none"> Deliver APS curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning with opportunities to infuse depth and complexity to promote deeper understanding of the content. Provide professional learning and coaching support to teachers and instructional assistants to improve the performance of all students based on needs to include 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, Embedding process standards and research based strategies in mathematics (e.g. CRA, tailored small group instruction) Writing instruction and authentic writing tasks across the curriculum Sheltered instruction strategies to support the four domains of language development (Reading, Writing, Speaking, Listening) Critical thinking, creative thinking, collaboration, communication, and citizenship skills Supporting and improving culturally responsive pedagogical and behavioral support practices Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) 	<ul style="list-style-type: none"> Universal Math Screener, by school & student reporting group Universal Literacy Screener, by school & student reporting group Subject Specific Formative Assessment APS Writing Performance Based Assessment (PBA) in 9th and 10th Science Benchmark Assessments Social Studies Benchmark Assessments or PBA's % of students who are appropriately clustered grouped in elementary, middle, high % teachers who have completed or are actively pursuing the 40 points of professional learning in accordance with the advanced academics learning plan 	<ul style="list-style-type: none"> Reading SOLs Writing SOLs Math SOLs Science SOLs Social Studies SOLs SOL pass advanced rates for students identified as gifted or a young scholar Advanced Diploma IB Diploma 	<ul style="list-style-type: none"> % of students passing the Gr. 3 Reading SOL for all student reporting groups % of students passing the Reading SOL for all student reporting groups % of students passing the Writing SOL for all student reporting groups % of students passing the Math SOL for all student reporting groups % of students passing the Science SOL for all student reporting groups % of students passing the Social Studies SOL for all student reporting groups % of students earning "passed advanced" on the SOL in areas they are identified as gifted % of students earning "passed advanced" on the SOL in areas they are identified as a young scholar % of students who earn an advanced diploma, by student reporting group % of students who earn an IB diploma, by student reporting group

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	<p>that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.</p> <ul style="list-style-type: none"> ● Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options. ● Increase opportunities for students to engage in learning activities that are not completed on devices with a focus on balancing authentic use of technology with hands-on activities - all focused on engaging students in authentic tasks with real-world connections. ● Continue cluster grouping processes to ensure that advanced learners are able to extend learning. ● Work collaboratively with community partners to expand access to PreK. 			

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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. 	<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 intensified and extended learning opportunities that enable students to develop knowledge and skills that align with learning needs, personal interests and cultural relevance. Expand APS accessibility strategies of intensified classes, Advanced Placement, IB, DE, and career and technical classes for all schools and student groups. Use systems to inform, encourage, and monitor enrollment in secondary intensified classes to ensure that it is proportional to the enrollment at the school. Systematically provide resources and support to parents to help foster their elementary child’s literacy and numeracy development, supporting parents’ understanding of additional supports that are available at their child’s school. 	<ul style="list-style-type: none"> Universal Math Screener, by school & student reporting group Universal Literacy Screener, by school & student reporting group DIBELS WIDA Access for EL’s 	<ul style="list-style-type: none"> Universal Math Screener Universal Literacy Screener DIBELS YVM Student Success: High Expectations* -(Elementary) How often do you feel that you are learning new things and extending your understanding of (insert subject) in class? -(Secondary) How often do you feel that you are learning new things and extending your understanding of (insert subject) in this course? <p><i>*Newly proposed questions for future YVM</i></p>	<ul style="list-style-type: none"> % of elementary, middle, and Gr. 9 students annually demonstrating growth in Math on NWEA Map Growth % of middle school and Gr. 9 students annually demonstrating growth in reading on the NWEA MAP Growth % 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 % Gr. 4-5 students who respond favorably to YVM question “How often do you feel that you are learning new things and extending your understanding of (Subject) in class?”* % Gr. 6-12 students who respond favorably to YVM question “How often do you feel that you are learning new things and extending your understanding of (Subject) in this course?”* <p><i>*Newly proposed questions for future YVM</i></p>

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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. 	<ul style="list-style-type: none"> Provide professional learning to case carriers and school administrators to ensure consistent practices that result in IEP goals and service hours that are reflective of current levels of performance and least restrictive environment (LRE). 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. Adhere to structured literary practices to support foundational reading in all settings. Provide dedicated time for classroom teachers to collaborate with special education specialists, such as resource teachers, speech therapists, occupational therapists, and behavior specialists, to develop and implement appropriate strategies and interventions for students with special needs. Provide training to all staff on strategies to create an inclusive classroom environment where all students feel valued and supported. This includes promoting empathy, understanding, and acceptance among students, as well as fostering positive peer relationships. 	<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 Indicator 6 – Inclusion for PreK 	<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

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<ul style="list-style-type: none"> By 2030, the % of students in the graduation cohort who have met at least one of the College, Career, Civic Readiness Indicators (CCCRI) will increase from 84% to 95% . 	<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. Integrate employability skill development across the curriculum, as defined by VDOE workplace readiness skills. 	<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, by student reporting group and grade level % students obtaining state approved industry credential 	<ul style="list-style-type: none"> CCCRI completion data, by student reporting group for students in graduation cohort % of students achieving each type of CCCRI indicator, by student reporting group for students in graduation cohort 	<ul style="list-style-type: none"> % of students in the graduation cohort who achieved CCCRI, by student reporting group % of students in the graduation cohort who completed an Advanced Placement (AP), International Baccalaureate (IB), dual enrollment course; by student reporting group % of students in the graduation cohort who are a Career and Technical Education (CTE) finisher (earned two or more standard credits for a state-approved sequence in a CTE program) and earned a CTE credential, by student reporting group % of students in the graduation cohort who completed a high quality Work-Based Learning (WBL) experience, by student reporting group % of students in the graduation cohort who completed a service-learning experience, by student reporting group % of students in the graduation cohort who completed three JROTC Courses and earned a CTE credential, 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 	<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 build resilience and support 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 that includes opportunities for student-student and student-staff dialogue and discussion evidence-based social-emotional and behavioral interventions Explicit SEL strategies that can be incorporated into core instruction Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships. Increase students' opportunities to access nature (inside and outside of classrooms) to include learning and engaging in physical activity outside. Implement processes to reduce reliance upon screens (ex. cell phones, iPads, laptops) while students are in school. Implement digital-citizenship curriculum at all levels K-12. 	<ul style="list-style-type: none"> Students who can identify a school-based adult who supports them 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, by student reporting group YVM Student: School Climate, by student reporting group SEL Survey: Self-Management, by student reporting group Child Behavior Rating Scale (CBRS) <ul style="list-style-type: none"> subtest of Virginia Kindergarten Readiness Program (VKRP) Virginia School Survey of Climate and Working Conditions (School Climate, SEL, Student Mental Health sections) 	<ul style="list-style-type: none"> % students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th % students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th % students responding favorably to SEL survey category Self-Management: 3rd-5th & 6th-12th % students responding favorably to the question, “When you feel sad or hopeless, are there adults that you can turn to for help?” on the Virginia School Survey of Climate & Working Conditions: 6th – 8th & 9th – 12th % students responding favorably to the question, “Bullying is a problem at this school?” on the Virginia School Survey of Climate & Working Conditions: 6th – 8th & 9th – 12th

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<ul style="list-style-type: none"> By 2030, APS will reduce the chronic absenteeism rate from 13.5% to 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. 	<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. Engage in two-way communication early with families to connect them to services and supports provided by community partner agencies that enable families to address barriers 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 25% 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. 	<ul style="list-style-type: none"> Train, implement, and coach evidence-based restorative practices that enable students to 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 Suspension rates Discipline Referrals Student focus groups Parent Focus Groups Qualitative data from reentry meetings % staff trained on restorative practices 	<ul style="list-style-type: none"> Risk profile, by student reporting group Suspension rates, by student reporting group 	<ul style="list-style-type: none"> % suspensions relative to % student population, by student reporting group % of risk of student groups being suspended compared to their peers, by student reporting group

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	<ul style="list-style-type: none"> Systematically review disciplinary incidence data to identify any trends or disparities based on student identifying characteristics, with emphasis on intersectionality (multiple characteristics). 			
<ul style="list-style-type: none"> By 2030, identify and increase the % of LGBTQ+ students responding favorably to questions on YVM related to a sense of belonging, and feeling of connectedness to peers/adults, and being treated poorly by others due to their sexual orientation or gender identity. <p><i>*Need a baseline (see strategies) before a target can be set.</i></p>	<ul style="list-style-type: none"> Engage LGBTQ+ students, 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. Provide evidence-based professional development to staff across school levels (ES, MS, HS) on strategies to enhance LGBTQ+ sense of belonging, connectedness, feeling affirmed in LGBTQ+ students, to include intersectional identities. Provide community forums by identified reporting groups to help families better understand student needs to improve connectedness and belonging and reduce instances of student's being treated poorly at school and in the community based on one or more identifying characteristics. 	<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, "Overall, how much do you feel like you belong at your school?": 4th-5th & 6-12th*, analyzing intersectional identities <i>*Proposed adding this question for 6-12th grade on future YVM</i> % of LGBTQ+ students responding favorably to YVM school climate question, "How connected do you feel to other students in your school?": 4th-5th & 6-12th, analyzing intersectional identities % of LGBTQ+ students responding favorably to YVM school climate question, "How often do you feel that you are treated poorly by other students because of (identifying characteristic):" 6th-12th, analyzing intersectional identities
<ul style="list-style-type: none"> By 2030, the % of APS students who report feeling safe at school will increase from 68% (Gr. 4-5)/75% (Gr. 6-12) to 90% as evidenced by responding favorably to YVM category School Safety . 	<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 and substance use 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 	<ul style="list-style-type: none"> Bullying incidents 	<ul style="list-style-type: none"> Bullying incidents YVM: Student Well-Being: School Safety Reporting of safety concerns on anonymous reporting tool 	<ul style="list-style-type: none"> # of bullying incidents, by student reporting group % 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 # of reports of safety concerns via the APS anonymous reporting tool

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	<p>identification, intervention, and mitigation of school safety threats, including safety plans.</p> <ul style="list-style-type: none"> ● Implement school and division-wide anonymous reporting processes to enable students to alert adults in the school and community when there are threats to student and school safety. ● Communicate preventive and intervention resources available within schools and the community to students, families, and staff for both behavior and substance use needs. 			

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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, the % of all staff who respond favorably that professional learning improved their professional practice, by scale, will increase from 32% to 70% 	<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. Develop and sustain multiple professional learning pathways to school-based and division-wide leadership opportunities. 	<ul style="list-style-type: none"> Staff PL participation data Staff feedback on PL activities Advisory Council/Roundtable Discussions/Focus Groups Staff participation in district surveys related to Professional Development APS leadership academy program completion 	<ul style="list-style-type: none"> YVM Staff survey: Engaged Workforce: Professional Learning 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, by scale that respond favorably on the Frontline surveys that professional learning improved their professional practice
<ul style="list-style-type: none"> By 2030, the % of APS staff who respond favorably to their workplace climate will increase from 57% to 75% and staff engagement from 55% to 75% on the YVM survey 	<ul style="list-style-type: none"> Conduct cross-functional analysis of educator/staff requirements and expectations (school, district, state, federal) to inform staffing models and prioritize time spent on students and student learning with an emphasis on teacher planning time. 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 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 YVM Staff: Staff Engagement Resignations by reason, disaggregated by employee scale, race/ethnicity, gender 	<ul style="list-style-type: none"> % staff responding favorably to YVM category Engaged Workforce: Staff Engagement % staff responding favorably to YVM category Engaged Workforce: Workplace Climate # resignations by reason, by employee scale, race/ethnicity, gender

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	<ul style="list-style-type: none"> Develop systems to gather feedback from teachers and staff to inform continuous improvement efforts. 			
<ul style="list-style-type: none"> By 2030, APS will improve retention from 89% to at least 93% of its staff to maintain division continuity, improve student achievement, and ensure diverse human resources are prioritized on school progress. 	<ul style="list-style-type: none"> Study, develop, and implement a competitive total rewards package (compensation, benefits, and flexibilities) 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, flexibilities). Implement systematic processes to engage staff in decision making that contributes to the improvement of learning, operations and climate in APS schools and the division. Study, analyze, and pilot innovative staffing models inclusive of new uses of time, resources, schedules, class sizes, and technology to support teacher and staff capacity in improving student learning. Establish a comprehensive recruitment plan to recruit substitutes and internal employees to all APS Grow Your Own programs. Partner with local universities and colleges to strengthen and expand APS Grow Your Own Programs Incorporate evidence-informed recruitment practices to advance a quality diverse workforce representing the APS student population. 	<ul style="list-style-type: none"> Staff attrition, by employee scale and demographic groups (semi-annually) Staff attrition, by school (semi-annually) Staff attrition for Special Education teachers (semi-annually) Employee diversity profile (compared to 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 focus groups Time to Hire 	<ul style="list-style-type: none"> Staff retention, by employee scale Teacher retention YVM Engaged Workforce: Employee Voice YVM Engaged Workforce: Compensation and Benefits Number of assistants and substitutes successfully completing the A to T and Substitute to Teacher program First day of school Fill Rate for Teachers First day of school Fill Rate for Special Education teachers First day of school Fill Rate for Substitute Teachers 	<ul style="list-style-type: none"> % of staff retention, by employee scale % of teacher retention % 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 # of assistants and substitutes successfully completing the A to T and Substitute to Teacher program % average first day of school fill rate for teachers % average first day of school fill rate for Special Education teachers % average first day of school fill rate for Substitute teachers

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<ul style="list-style-type: none"> By 2030, 90% of staff will report feeling safe at their workplace as measured by 90% staff responding favorably to identified questions on the YVM category Operational Excellence: Safety. 	<ul style="list-style-type: none"> Foster a positive school climate that promotes respect, inclusivity, conflict resolution, restorative practices, and empowers staff to implement tiered behavioral interventions Create and maintain a culture of trust and relationships (staff, families, and administration) where concerns are reported (students, staff, families, and administration) and addressed. 	<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 the following YVM questions in the category Operational Excellence: Safety <ul style="list-style-type: none"> How safe and secure do you feel in your building? How clearly are changes in division-wide policies and procedures related to student behavior and expectations communicated with you? How clearly are changes in division-wide policies and procedures related to staff expectations communicated with you?

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<p>PRIORITY 4: OPERATIONAL EXCELLENCE</p>				
<p>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, the % of APS schools with a rating in the highest category [0-.15] on the building characteristics report will increase from 80% (33 of 41 schools) to 95% (39 of 41 schools) to provide quality, safe, and environmentally sustainable learning environments that ensure stewardship of public assets. 	<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 update maintenance processes to ensure that instructional operations are not inhibited by facility or building conditions and that prioritize aging facility components to extend to/past their expected life cycles. Using the building characteristics report, systematically assess and address facility safety and remediate structural, mechanical, electrical, plumbing, and technological issues. Apply Universal Design for Learning standards when designing new buildings and maintaining current facilities in a fiscally responsible manner. 	<ul style="list-style-type: none"> % of maintenance work completed by APS building # of projects completed in the long range plan 	<ul style="list-style-type: none"> Building characteristics report ratings, by school # of projects completed in the Minor Construction/Major Maintenance (MC/MM 	<ul style="list-style-type: none"> % of APS Schools with a rating in the highest category [0-.15] on the building characteristics report % of APS Schools with a rating in the lowest category [.331-1] on the building characteristics report # of projects completed in the Minor Construction/Major Maintenance (MC/MM
<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 the % of students accessing breakfast and lunch increases 5% annually 	<ul style="list-style-type: none"> Investigate, obtain, and implement all available resources from the federal, state, and local governments, community organizations to provide free breakfast and lunch Continue to utilize fresh, locally sourced foods to provide healthy and nutritious meal options that exceed federal standards Continue to collect feedback from students and parents to inform menu options Develop and implement a communications plan to raise awareness of food options available in APS, importance of breakfast and lunch, and importance of reducing food waste 	<ul style="list-style-type: none"> % of students receiving reduced or free school meals Meal participation rate by school 	<ul style="list-style-type: none"> # schools able to offer free meals to all students Meal participation rate, overall and for economically disadvantaged 	<ul style="list-style-type: none"> # school able to offer free meals to all students APS school meal participation rate of all students APS school meal participation rate of students who are economically disadvantaged.

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<ul style="list-style-type: none"> By 2030, APS will support the learning and development of students by maintaining 95% or above on-time arrival at schools currently at that level and improving on-time arrival by 10% annually at schools below 95%. 	<ul style="list-style-type: none"> Employ strategies to recruit, train, and retain bus drivers. Continue to leverage technology in transportation 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"> APS transportation staff turnover % of buses on-time by site and month # of preventable transportation accidents Bus student disciplinary incidents by month 	<ul style="list-style-type: none"> APS on-time school transportation by site 	<ul style="list-style-type: none"> % 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. Implement strategies to enhance the cyber security posture of APS, including, but not limited to, planned phishing simulations conducted by APS to support network health, reduce the likelihood of successful cyber attacks. 	<ul style="list-style-type: none"> % of staff annually informed of policies around technology-based security and potential threats # of staff implicated in the quarterly planned phishing simulations conducted by APS 	<ul style="list-style-type: none"> Up-time for core Technology 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. % 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) % of student devices reported to be not functional for instructional purposes that are replaced within twenty-four hours of the time they are reported. % of digital resources from the Office of Academics that are implemented on-time as requested/scheduled % of up-time for core Information Systems services (Synergy, Canvas, STARS)

2024-30 Strategic Plan - PRIORITY TEAM FINAL - 8 May 2024 (Changes since March 2024 - **Highlighted**)

Performance Objective	Strategies	Leading Indicators (Used to monitor progress)	Lagging Indicators (Used for end of year reporting)	Key Performance Indicators
<ul style="list-style-type: none"> ● By 2030, APS will improve environmental sustainability and reduce its carbon footprint in collaboration with County government by, <ul style="list-style-type: none"> ○ At least 75% of current APS facilities will have a site energy use intensity at or below 56 kBTU/sf/year ○ Transitioning 5% of current bus fleet (9 buses) to zero-emission with goal to reach 100% by 2050 ○ Reduce natural gas consumption by 20% 	<ul style="list-style-type: none"> ● Convene a cross-functional team of APS staff, students, parents, community members and Arlington county government staff to develop a Climate Action Plan for carbon neutrality aligned to the Arlington County community energy plan. The Climate Action Plan will address: <ul style="list-style-type: none"> ○ Vehicles ○ Facilities ○ Energy Use ○ Fuel ○ Water ○ Waste ● Continue transitioning the bus fleet to zero-emission buses ● Employ environmentally sustainable learning environments that are fiscally attainable and support progress toward Arlington County sustainability goals. ● Monitor useful life of existing building systems and when replacement needed transition to environmentally sustainable systems when fiscally attainable ● Reallocate any future potential energy savings to support division wide needs and priorities in the APS Strategic Plan. ● Continue to work collaboratively with the Office of Academics to strengthen APS curriculum around climate change and its impact. 	<ul style="list-style-type: none"> ● Annual energy and water costs by type (water, electricity, building fuels, transportation fuels) ● Annual waste management costs ● % renewable electricity 	<ul style="list-style-type: none"> ● % schools with site energy use intensity at or below 56 kBTU/sf/year ● # natural gas consumption (Therm) ● % zero-emission buses in APS fleet 	<ul style="list-style-type: none"> ● % schools with site energy use intensity at or below 56 kBTU/sf/year ● # natural gas consumption (Therm) ● % of zero-emission buses in APS fleet

2024-30 Strategic Plan - PRIORITY TEAM FINAL - 8 May 2024 (Changes since March 2024 - **Highlighted**)

Performance Objective	Strategies	Leading Indicators (Used to monitor progress)	Lagging Indicators (Used for end of year reporting)	Key Performance Indicators
<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 perceptions they are engaged partners with school staff and families in their educational experience by responding favorably on YVM category Student Partnerships: School & Community* (<i>establish baseline in 2024-25</i>) <p><i>*No baseline data currently. Teams are continuing to review the best available data to help establish a target.</i></p>	<ul style="list-style-type: none"> Define, develop and implement equitable school and classroom processes to authentically engage students in decision making to improve learning outcomes and build trust and transparency. Refine, expand access, and consistently communicate explicit pathways to post-secondary success and careers for students and their families beginning in elementary school. Systematically introduce and familiarize students new to the country to US and APS public education culture, expectations, processes, and opportunities. 	<ul style="list-style-type: none"> Social Emotional Learning (SEL) Survey-Fall - Self-Efficacy and/or Growth Mindset Staffing to support the initiatives that will be defined and developed through the strategies Annual, mid-year, short questionnaire/ survey administered through student learning management systems to assess student perceptions of their engagement in their educational experience (short-pop-up questionnaire). 	<ul style="list-style-type: none"> Social Emotional Learning (SEL) Survey-Spring - Self-Efficacy and/or Growth Mindset categories. YVM Student: Partnerships: School & Community* <p><i>*New proposed category for future YVM</i></p>	<ul style="list-style-type: none"> % students responding favorably to SEL survey category Self-Efficacy: 3rd-5th & 6th-12th % students responding favorably to SEL survey category Growth Mindset: 3rd-5th & 6th-12th % of students responding favorably to YVM category Student Partnerships: School & Community* <p><i>*New proposed category for future YVM</i></p>
<p>Family Partnerships</p> <ul style="list-style-type: none"> By 2030, equitable family engagement will improve as measured by: <ul style="list-style-type: none"> % families who respond to the Your Voice Matters (YVM) survey increasing from 21% to 33% response demographics mirroring the demographics of the APS student population % of parents responding favorably to the YVM category Partnerships: Family 	<ul style="list-style-type: none"> Consistently gather feedback from families on family and community engagement and opportunities for improvement. Develop and implement family engagement structures and resources systemically to schools ensure family engagement is effective and accessible to all families. Build trust through consistent, open and transparent two-way communication. Integrate family engagement supports and strategies in academic resources to support collaborative partnerships for learning, (i.e., curriculum maps) providing families direction about how to best support student learning. 	<ul style="list-style-type: none"> % of school and program sites with a FACE action team coordinator Inventory of community and family engagement activities and initiatives taking place in all schools/programs. % student facing staff electing to participate in FACE professional learning % student-facing staff 	<ul style="list-style-type: none"> YVM Family - Partnerships: Family Engagement % of families engaging in threaded discussions with teachers and reacting to posts on Parent Square 	<ul style="list-style-type: none"> # families who completed YVM, by reported student group. % families responding favorably to YVM category Partnerships: Family Engagement. % of families engaging in threaded discussions with teachers and reacting to posts on Parent Square

Performance Objective	Strategies	Leading Indicators (Used to monitor progress)	Lagging Indicators (Used for end of year reporting)	Key Performance Indicators
<p>Engagement increasing from 83% to 90%</p>		<p>evaluating FACE professional learning they engage in meets their needs</p> <ul style="list-style-type: none"> • Division led focus groups • ParentSquare to survey families throughout yr year for real time/leading data about experience w/ APS. • % of families receiving messages in ParentSquare 		
<p>Community Partnerships</p> <ul style="list-style-type: none"> • By 2030, 100% of community partners will be aligned to and in service of strategic plan strategies and outcomes. 	<ul style="list-style-type: none"> • Build a comprehensive structure and process for defining community partnerships, setting expectations, monitoring performance, and ensuring alignment with the strategic plan. • 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. • 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. • Establish consistent means to solicit feedback and strengthen collaboration with Arlington County and community partners to consistently support partnerships, including assessing partners’ ability to provide resources, implement family/student support strategies, and provide student workplace experiences for APS. 	<ul style="list-style-type: none"> • Inventory of community partnerships by category 	<ul style="list-style-type: none"> • % strategic partnerships providing services aligned to APS Strategic Plan 	<ul style="list-style-type: none"> • % of APS partners that are aligned to and in service of strategic plan strategies and outcomes. <p><i>*1st strategy involves identifying criteria to assess alignment of partnership to strategic plan strategies and outcomes</i></p>

