

**DEI & Student Support - Action Plan - 2023-24 to 2025-26**  
**Chief: Dr. Julie A. Crawford**

<b>Goal #1</b>		<b>Student Social, Emotional, &amp; Mental Health (Student Services)</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being			
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.			
<b>Baseline Data</b>	YVM 2022: Student Well-Being: Social, Emotional, & Mental Health--Grades 4-5 59% favorable responses; Grades 6-12 50% favorable responses	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>		
<b>3 Year Performance Goal</b>				
By June of 2026, the Your Voice Matters survey will show a 70-75% favorable response rate in the area of Social, Emotional, & Mental Health for students in grades 4-12.				
<b>Annual Performance Goals</b>				
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June of 2024, the Your Voice Matters survey will show a 60-65% favorable response rate in the area of Social, Emotional, & Mental Health for students in grades 4-12.			
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June of 2025, the annual SEL survey will show at least a 5% increase in favorable responses in the area of Growth Mindset for student in grades 4-5 and in the area of Self-Efficacy for students in grades 6-12 when compared to Spring 2023 results.			
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June of 2026, the Your Voice Matters survey will show a 70-75% favorable response rate in the area of Social, Emotional, & Mental Health for students in grades 4-12.			
<b>Strategic Plan Strategies</b>				
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.			
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.			
<b>Action Steps</b>				
<b>Action Steps</b>				
<i>*Note- Steps 1-4 focus on building teacher capacity &amp; Steps 5-8 focus on targeted and intensified interventions with school counselors, psychologists, etc</i>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>	
1) Provide professional learning to all school leadership and staffs on social emotional learning and evidence-based curriculum.	Summer 2023 and ongoing	Student Services		
2) Create and use a brief walkthrough document, sharing with school administrators, in order to monitor implementation and instructional practice around social-emotional learning.	Fall 2023	Student Services		

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3) Create and implement a communication plan and strategy in order to involve families and the community in defining, teaching, and reinforcing SEL outside of schools.	Spring 2024- Spring 2025	Student Services & School & Community Relations	The Executive Director of Student Services will receive updates from direct reports during 1:1 and office meetings. The Ex. Director will update the Chief of DEI & School Support during 1:1 and Dept. meetings
4) In collaboration with the Department of Academics, create curricular resources for academic content areas the reinforce SEL standards.	Spring 2025- Spring 2026	Student Services & Curriculum & Instruction	
5) Provide training and resources that establish school-based mental health CLTs.	Summer 2023- Spring 2024	Student Services & Curriculum & Instruction (ATSS)	
6) Create a bank of evidence-and-research based interventions and provide curricular resources and training to school-based mental health staff.	Fall 2023-Fall 2025	Student Services & Curriculum & Instruction (ATSS)	
7) Create and implement a system in Synergy to track assigned social-emotional and behavioral interventions and monitor student progress.	Spring 2024- Spring 2025	Student Services, Curriculum & Instruction (ATSS), &	
8) Create, implement, and monitor school-based mental health personnel's use of evidence-based programs for intervention in order to determine the intervention's effectiveness with APS students.	Fall 2024- Spring 2026	Student Services & Curriculum & Instruction (ATSS)	

**Progress Monitoring**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	
<b>Evidence of Progress toward Annual Goal (MOY)</b>	<b>Results of Progress toward Annual Goal (EOY)</b>	
Walkthrough data; qualitative feedback from schools, students, and families; CLT agendas and visits	SEL Survey (fall and spring); Viginia Youth Survey; Attendance; Discipline; Suicide Risk Assessment Data; Viginia Youth Survey; Intervention Effectiveness Data	

<b>Goal #2</b>	<b>Reduce Opportunity Gaps on Reading SOL</b>
<b>Strategic Plan Goal Area</b>	Student Success
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.

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<p><b>Baseline Data</b></p>	<p>Black Student Average SOL Pass Rate by Test 2022-23:          - English Reading: 66%          - Mathematics: 61%          - Science: 55%          - History and Social Sciences: 58%          - English: Writing: 59%</p> <p>Hispanic Student Average SOL Pass Rate by Test 2022-23:          - English: Reading: 60%          - Mathematics: 59%          - Science: 49%          - History and Social Sciences: 58%          - English: Writing: 64%</p> <p>English Learners Average SOL Pass Rate by Test 2022-23:          - English: Reading: 34%          - Mathematics: 46%          - Science: 25%          - History and Social Sciences: 45%          - English: Writing: 27%</p> <p>Students with Disabilities Average SOL Pass Rate by Test 2022-23:          - English: Reading: 50%          - Mathematics: 52%          - Science: 44%          - History and Social Sciences: 53%          - English: Writing: 44%</p> <p>Students Identified as being Economically Disadvantaged Average SOL Pass Rate:          - English: Reading: 58%          - Mathematics: 58%          - Science: 46%          - History and Social Sciences: 55%          - English: Writing: 58%</p>	<p><b>Identify if goal is required based on state or federal requirements, or other guidelines</b></p>	
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**3 Year Performance Goal**

**By June 2026, opportunity gaps on the Reading SOL will be reduced by the following tiered goal:**

- Black:** Increase the pass rate from 66% to at least 75%
- Hispanic:** Increase the pass rate from 60% to at least 75%
- English Learners:** Increase the pass rate from 34% to at least 75%
- SWD:** Increase the pass rate from 50% to at least 75%
- Economically Disadv:** Increase the pass rate from 58% to at least 75%

**Annual Performance Goals**

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<b>Annual Performance Goal Year 1 (2023-24)</b>	<p>By June 2024, opportunity gaps on the Reading SOL will be reduced by the following tiered goal:</p> <p>Black: Increase the pass rate from 66% to at least 69%.          Hispanic: Increase the pass rate from 60% to at least 65%.          English Learners: Increase the pass rate from 34% to at least 47%.          SWD: Increase the pass rate from 50% to at least 75%.          Economically Disadv.: Increase the pass rate from 58% to at least 63%.</p>		
<b>Annual Performance Goal Year 2 (2024-25)</b>	<p>By June 2025, opportunity gaps on the Reading SOL will be reduced by the following tiered goal:</p> <p>Black: Increase the pass rate from 69% to at least 72%          Hispanic: Increase the pass rate from 50% to at least 70%.          English Learners: Increase the pass rate from 47% to at least 61%.          SWD: Increase the pass rate from 50% to at least 75%.          Economically Disadv.: Increase the pass rate from 63% to at least 68%.</p>		
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, opportunity gaps on the Reading SOL will be reduced by the following tiered goal:</p> <p>Black: Increase the pass rate from 72% to at least 75%.          Hispanic: Increase the pass rate from 70% to at least 75%.          English Learners: Increase the pass rate from 61% to at least 75%.          SWD: Increase the pass rate from 50% to at least 75%.          Economically Disadv.: Increase the pass rate from 68% to at least 75%.</p>		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
<p>The Office of Diversity, Equity, and Inclusion will support the analysis, selection, and integration of texts, materials, and instructional resources that reflect cultural inclusivity and diversity and the needs of all students.</p> <p>Social Studies:            K-5 curriculum and instructional resource review (2023-24)            6-8 curriculum and instructional resource review (2024-25)            9-12 curriculum and instructional resource review (2025-26)</p> <p><b>English :</b>            *Actively engage in the selection and implementation of new (K-12) texts and instructional resources. (2023-24)            *Deepen partnerships with ELA to review and amend current curriculum and instructional resources to ensure that each are culturally responsive. (2023-24)            *Develop and implement strategy and structures for collaborative evaluation of existing and consideration of new curriculum and instructional resources. (2023-2025)</p>	Sept-June, ongoing	Executive Director of Diversity, Equity & Inclusion	The Executive Director of DEI will receive updates from direct reports during 1:1 and office meetings.

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Attain K-5 social studies curriculum and instructional resources.	Sept	Executive Director of Diversity, Equity & Inclusion	The Executive Director of DEI will update the Chief of DEI & School Support during 1:1 and Dept. meetings
Develop rubric for review and evaluation.	September and October 2023	Executive Director of Diversity, Equity & Inclusion	
Evaluate curriculum and instructional resources.	October, 2023 - January, 2024	Executive Director of Diversity, Equity & Inclusion	
Produce report for review, consideration, and implementation to history and social sciences department.	January, 2024	Executive Director of Diversity, Equity & Inclusion	

**Progress Monitoring**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-1- Reading SOLs
<b>Evidence of Progress toward Annual Goal (MOY)</b>	<b>Results of Progress toward Annual Goal (EOY)</b>
VGA DIBELS NWEA MAP Growth Reading Unit Assessment Data	Reading SOL data

<b>Goal #3</b>	<b>Reduce Discipline Disproportionality (School Climate &amp; Culture)</b>
<b>Strategic Plan Goal Area</b>	Student Well-Being
<b>Strategic Plan Performance Objectives</b>	PO-SWB-1-Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase.
<b>Baseline Data</b>	<b>2022-23</b> Total number of suspensions: 1,266* <b>Black</b> (11% of APS pop.) - 30% of suspensions <b>Hispanic</b> (30% of APS pop.) - 52% of suspensions <b>English Learners</b> (25% of APS pop.) - 38% of suspensions <b>SWD</b> (16% of APS pop.) 40% of suspensions
	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>
<b>3 Year Performance Goal</b>	

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By June 2026, the overall number suspensions will be reduced by at least 10% annually and disproportionality in suspension rates will be reduced by the following tiered goal:

**Overall** - Total number of suspensions will be reduced from 1,266 (2022-23) to 922 (2025-26)

**Black** (11% of APS pop.) - Reduce % of suspensions from 30% to 20% **Hispanic** (30% of APS pop.) - Reduce % of suspensions from 52% to 40% **EL** (25% of APS pop.) - Reduce % of suspensions from 38% to 30% **SWD** (16% of APS pop.) - Reduce % of suspensions from 40% to 30%

<b>Annual Performance Goal Year 1 (2023-24)</b>	<p>By June 2024, the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</p> <p><b>Overall</b> - Total number of suspensions will be reduced from 1,266 to 1,139</p> <p><b>Black</b> (11% of APS pop.) - Reduce % of suspensions from 30% to 26% <b>Hispanic</b> (30% of APS pop.) - Reduce % of suspensions from 52% to 48% <b>EL</b> (25% of APS pop.) - Reduce % of suspensions from 38% to 34% <b>SWD</b> (16% of APS pop.) - Reduce % of suspensions from 40% to 36%</p>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<p>By June 2025, the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</p> <p><b>Overall</b> - Total number of suspensions will be reduced from 1,139 to 1,025</p> <p><b>Black</b> (11% of APS pop.) - Reduce % of suspensions from 26% to 23% <b>Hispanic</b> (30% of APS pop.) - Reduce % of suspensions from 48% to 44% <b>EL</b> (25% of APS pop.) - Reduce % of suspensions from 34% to 32% <b>SWD</b> (16% of APS pop.) - Reduce % of suspensions from 36% to 33%</p>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p>By June 2026, the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</p> <p><b>Overall</b> - Total number of suspensions will be reduced from 1,025 to 922</p> <p><b>Black</b> (11% of APS pop.) - Reduce % of suspensions from 23% to 20% <b>Hispanic</b> (30% of APS pop.) - Reduce % of suspensions from 44% to 40% <b>EL</b> (25% of APS pop.) - Reduce % of suspensions from 32% to 30% <b>SWD</b> (16% of APS pop.) - Reduce % of suspensions from 33% to 30%</p>

#### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.

#### Action Steps

Action Steps	Timeline	Responsible	Monitoring for Implementation
OSCC will update the following yearly <ul style="list-style-type: none"> <li>• Student Code of Conduct</li> <li>• Administrator Response Framework</li> <li>• MTSS Implementation</li> <li>• Juvenile Jeopardy ( Student Accountability Game).</li> </ul>	Summer 2023, 2024, 2025	OSCC staff	

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OSCC provides training to school leadership on strengthening approaches to building relationships, particularly with traditionally under-served student population.	Sept-June, ongoing annually	OSCC staff	Director of OSCC and Chief of DEI & School Support will receive updates from direct reports during 1:1 and team meetings and through check-ins with Principals
OSCC participates in train the trainer Professional Learning led by DEI on culturally responsive teaching.	2023-24	OSCC staff	
OSCC leads District-Wide Staff Training on Restorative Justice, Trauma Informed Classroom and Student Climate Framework.	Sept-June, ongoing annually	OSCC staff	
OSCC works with each school to identify a restorative justice point of contact to serve as a liaison to OSCC.	2023-24, reviewed annually	OSCC staff	
Establish cross-departmental Central Office team to monitor progress.	2023-24	OSCC staff	

### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-5- Suspension rates		
<b>Evidence of Progress toward Annual Goal (MOY)</b>	<b>Results of Progress toward Annual Goal (EOY)</b>		
<b>Discipline Disproportionality Dashboard</b> -Monthly review of suspension data & MOY report on progress toward goal	<b>Discipline Disproportionality Dashboard</b> -EOY report based on suspension data		

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<b>Goal #4</b>	<b>School Climate (All Depts in DEI/Student Support)</b>		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	Discipline Data	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	

### 3 Year Performance Goal

By 2026, the percentage of favorable response on the Your Voice Matters questions below by the following tiered goal:

Students: "How often do you feel you are treated poorly by other students because of you race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation "

Staff: "How often do you feel other staff treat you poorly because of your race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation"

Gr. 4-5 Students - Increase favorable response from 49% to 75%

Gr. 6-12 students - Increase favorable response from 49% to 75%

APS Staff - Increase favorable response from 49% to 75%

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Annual Performance Goals			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By 2024, the percentage of favorable response on the Your Voice Matters question, "How often are you treated poorly because of your race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation " by the following tiered goal:  Gr. 4-5 Students - Increase favorable response from 49% to 59% Gr. 6-12 students - Increase favorable response from 44% to 54% APS Staff - Increase favorable response from 49% to 59%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By 2025, the percentage of favorable response on the Your Voice Matters question, "How often are you treated poorly because of your race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation " by the following tiered goal:  Gr. 4-5 Students - Increase favorable response from 59% to 69% Gr. 6-12 students - Increase favorable response from 54% to 65% APS Staff - Increase favorable response from 59% to 69%		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By 2026, the percentage of favorable response on the Your Voice Matters question, "How often are you treated poorly because of your race, ethnicity, culture, gender, socio-economic status, disability, or sexual orientation " by the following tiered goal:  Gr. 4-5 Students - Increase favorable response from 69% to 75% Gr. 6-12 students - Increase favorable response from 65% to 75% APS Staff - Increase favorable response from 69% to 75%		
Strategic Plan Strategies			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-1-Integrate culturally relevant concepts and practices into all levels of school interactions.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Develop auditing tool to be used across settings.	September and October, 2023	Executive Director of Diversity, Equity & Inclusion	The Executive Director of DEI will receive updates from direct reports during 1:1 and office meetings.  The Executive Director of DEI will update the Chief of DEI & School Support during 1:1 and Dept. meetings"
Inform school based and central office administration of the purpose, and structure of the audit.	October, 2023	Executive Director of Diversity, Equity & Inclusion	
Conduct audit across schools.	November-December, 2023	Executive Director of Diversity, Equity & Inclusion & Directors of Elementary and Secondary Education	



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Analyze data, develop and implement strategy to address areas of concern.	January - June, 2024	Executive Director of Diversity, Equity & Inclusion & Directors of Elementary and Secondary Education
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#### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SWB-9- YVM Student: Social, Emotional, and Mental Health	
<b>Evidence of Progress toward Annual Goal (MOY)</b>	<b>Results of Progress toward Annual Goal (EOY)</b>	
-Exit Tickets during Staff Implicit Bias Training -Student Focus Groups at Gr. 5, 6-12	Spring 2024 YVM	

<b>Goal #5</b>	<b>Reduce Chronic Absenteeism</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	<p>According to the data from the Arlington Public Schools Virginia School Quality Profile, 13.5% of APS students were chronically absent during the 2022-23 school year. Students who miss 10% or more of the school year (~18 days) are considered to be chronically absent per state accreditation indicators.</p> <p>-11 schools with a level 2 or 3 rating on the School Quality Indicator - Chronic Absenteeism</p>	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	State Guidelines (Standards of Accreditation)
<b>3 Year Performance Goal</b>			
By 2026, reduce the percentage of students identified as chronically absent by 6%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By 2024, reduce the percentage of students identified as chronically absent by 2%.		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By 2025, reduce the percentage of students identified as chronically absent by 4%.		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By 2026, reduce the percentage of students identified as chronically absent by 6%.		
<b>Strategic Plan Strategies</b>			

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<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.

**Action Steps**

<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>
1) Continue to build-out and provide universal resources that highlight the research-based results of regular attendance at school, to include video, text, and infographics in multiple languages.	Fall 2023-Fall 2024	Student Services	The Executive Director of Student Services will receive updates from direct reports during 1:1 and office meetings. The Ex. Director will update the Chief of DEI & School Support during 1:1 and Dept. meetings
2) Meet on a quarterly basis with schools identified as needing targeted or intensive supports with chronic absenteeism by the VDOE to provide professional learning, share resources, develop plans, and discuss data to reduce absenteeism in their buildings.	Fall 2023-Spring 2026	Student Services	
3) Engage in and provide opportunities for attendance specialists, deans, and intervention counselors in training focused on supporting students who are chronically absent to remove barriers attendance and promote the benefits of being in schools.	Spring 2024-Spring 2025	Student Services & School Climate & Culture	
4) Train staff on research and evidence based practices (e.g., Check & Connect, Check-In, Check-Out, Attendance Circles) so that they may be provided to students who are having attendance challenges.	Fall 2023-Fall 2025	Student Services	

**Progress Monitoring**

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-14- Attendance		
<b>Evidence of Progress toward Annual Goal (MOY)</b>	<b>Results of Progress toward Annual Goal (EOY)</b>		
Monthly Attendance Reports in the Data Warehouse; Chronic Absenteeism; Error reports on Attendance fields in Synergy	EOY reports on Chronic Absenteeism; Student Records Collection; VDOE School Quality Profile		