

School Support - Action Plan - 2023-24 to 2025-26
Chief: Kim Graves

Goal #1	Reduce Opportunity Gaps on Reading SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	The 2022-23 Reading SOL data showed the following levels of performance by each of our subgroups: Black: Pass rate 66% Hispanic: Pass rate 60% English Learners: Pass rate 34% SWD:Pass rate 50% Economically Disadv.: Pass rate 58%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<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 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%</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By June 2024, opportunity gaps on the Reading SOL will be reduced by the following tiered goal: 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%.		
Annual Performance Goal Year 2 (2024-25)	By June 2025, opportunity gaps on the Reading SOL will be reduced by the following tiered goal: Black: Increase the pass rate from 69% to at least 72% Hispanic: Increase the pass rate from 65% 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%.		

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Annual Performance Goal Year 3 (2025-26)	By June 2026, opportunity gaps on the Reading SOL will be reduced by the following tiered goal: 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%.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Participate in monthly instructional walkthroughs at schools with cross-departmental teams	Sept-Oct	Directors of Ele. & Sec. Education	Chief of School Support will receive updates from direct reports during 1:1 and department meetings
Provide a list of supports available to Principals (I.e. Coverage for Principals to participate in PL activities, Data review and action planning, weekly consultation to address challenges)	Sept-Oct	Directors of Ele. & Sec. Education	
Quarterly meetings with Office of English Language Arts, English Learners, Special Education for data review and action planning to support division-wide needs in ELA	Sept-Oct	Directors of Ele. & Sec. Education	
Work collaboratively with Principal Chairs and Office of Academics to organize and deliver needs-based Professional Learning to Principals/Assistant Principals through monthly meetings	Sept-Oct	Directors of Ele. & Sec. Education	
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-1- Reading SOLs		
Evidence of Progress toward Annual Goal (MOY)	Results of Progress toward Annual Goal (EOY)		
VGA DIBELS NWEA MAP Growth Reading Unit Assessment Data	Reading SOL Data		

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Goal #2	Reduce Opportunity Gaps on Math SOL		
Strategic Plan Goal Area	Student Success		
Strategic Plan Performance Objectives	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
Baseline Data	<p>The 2022-23 Mathematics SOL data showed the following levels of performance by each of our subgroups:</p> <p>Black: Pass rate 61% Hispanic: Pass rate 59% English Learners: Pass rate 46% SWD: Pass rate 52% Economically Disadv.: Pass rate 58%</p>	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
<p>By June 2026, opportunity gaps on the Math SOL will be reduced by the following tiered goal:</p> <p>Black: Increase the pass rate from 61% to at least 70%. Hispanic: Increase the pass rate from 59% to at least 70%. English Learners: Increase the pass rate from 46% to at least 70% SWD: Increase the pass rate from 52% to at least 70%. Economically Disadv.: Increase the pass rate from 58% to at least 70%.</p>			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	<p>By June 2024, opportunity gaps on the Math SOL will be reduced by the following tiered goal:</p> <p>Black: Increase the pass rate from 61% to at least 64%. Hispanic: Increase the pass rate from 59% to at least 62%. English Learners: Increase the pass rate from 46% to at least 54% SWD: Increase the pass rate from 52% to at least 58%. Economically Disadv.: Increase the pass rate from 58% to at least 62%.</p>		
Annual Performance Goal Year 2 (2024-25)	<p>By June 2025, opportunity gaps on the Math SOL will be reduced by the following tiered goal:</p> <p>Black: Increase the pass rate from 64% to at least 67%. Hispanic: Increase the pass rate from 62% to at least 66%. English Learners: Increase the pass rate from 54% to at least 62% SWD: Increase the pass rate from 58% to at least 64%. Economically Disadv.: Increase the pass rate from 62% to at least 66%.</p>		
Annual Performance Goal Year 3 (2025-26)	<p>By June 2026, opportunity gaps on the Math SOL will be reduced by the following tiered goal:</p> <p>Black: Increase the pass rate from 67% to at least 70%. Hispanic: Increase the pass rate from 66% to at least 70%. English Learners: Increase the pass rate from 62% to at least 70% SWD: Increase the pass rate from 64% to at least 70%. Economically Disadv.: Increase the pass rate from 66% to at least 70%.</p>		
Strategic Plan Strategies			

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Strategic Plan Strategies- PRIMARY	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Participate in monthly instructional walkthroughs at schools with cross-departmental teams	Sept-Oct	Directors of Ele. & Sec. Education	Chief of School Support will receive updates from direct reports during 1:1 and department meetings
Provide a list of supports available to Principals (I.e. Coverage for Principals to participate in PL activities, Data review and action planning, weekly consultation to address challenges)	Sept-Oct	Directors of Ele. & Sec. Education	
Quarterly meetings with Office of Mathematics, English Learners, Special Education for data review and action planning to support division-wide needs in ELA	Sept-Oct	Directors of Ele. & Sec. Education	
Work collaboratively with Principal Chairs and Office of Academics to organize and deliver needs-based Professional Learning to Principals/Assistant Principals through monthly meetings	Sept-Oct	Directors of Ele. & Sec. Education	
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-3- Math SOLs		
Evidence of Progress toward Annual Goal (MOY)	Results of Progress toward Annual Goal (EOY)		
VGA NWEA Growth Math Mid-Year Benchmark data	Mathematics SOL Data		

Goal #3	Reduce Chronic Absenteeism
Strategic Plan Goal Area	Student Well-Being
Strategic Plan Performance Objectives	PO-OE-1-Organizational operations will continuously improve their effectiveness as measured by identified KPIs.

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Baseline Data	Based on school year 2022-23 for accreditation year 2023-24 -11 schools with a level 2 or 3 rating on the School Quality Indicator - Chronic Absenteeism Chronic Absenteeism - % of students with less than 90% attendance (More than 18 full day absences)	Identify if goal is required based on state or federal requirements, or other guidelines	
(Enter)			
3 Year Performance Goal			
By 2026, reduce the number of APS schools with a level 2 or 3 rating on Chronic Absentism from 11 to 1			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By 2024, reduce the number of APS schools with a level 2 or 3 rating on Chronic Absentism from 11 to 7		
Annual Performance Goal Year 2 (2024-25)	By 2025, reduce the number of APS schools with a level 2 or 3 rating on Chronic Absentism from 7 to 4		
Annual Performance Goal Year 3 (2025-26)	By 2026, reduce the number of APS schools with a level 2 or 3 rating on Chronic Absentism from 4 to 1		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-3-Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Provide coverage for Principals to participate in meetings with school and Student Service staff to conduct data reviews and action planning to address chronic absenteeism	Sept-Oct	Directors of Ele. & Sec. Education	Chief of School Support will receive updates from direct reports during 1:1 and department meetings
Participate in School Support team meetings with Principals, Social Workers, Attendance Specialists, etc. to engage in collaborative problem solving and action planning to address Chronic Absenteeism	Sept-Oct	Directors of Ele. & Sec. Education	
Gather qualitative data on reasons for absenteeism by conducting focus groups and individual meetings with parents and students who are chronically absent and use this data to help inform development of action plan to address chronic absenteeism	Sept-Oct	Directors of Ele. & Sec. Education	
Attend professional learning with Principals on best practices for addressing Chronic Absenteeism	Sept-Oct	Directors of Ele. & Sec. Education	
Work collaboratively with Principal Chairs and Office of Student Services to organize and deliver needs-based Professional Learning to Principals/Assistant Principals through monthly meetings	Sept-Oct	Directors of Ele. & Sec. Education	
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SS-14- Attendance		
Evidence of Progress toward Annual Goal (MOY)	Results of Progress toward Annual Goal (EOY)		

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Monthly Attendance Reports - Chronically absent

EOY report on Chronic Absenteeism

Goal #4	Reduce serious incidents (School Safety & Emergency Management)		
Strategic Plan Goal Area	Operational Excellence		
Strategic Plan Performance Objectives	PO-OE-1-Organizational operations will continuously improve their effectiveness as measured by identified KPIs.		
Baseline Data	2022-23 -220 Serious Incident reports -1,202 Threat Assessments	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, reduce the number of serious incidents and threat assessments by the following tiered goal: -Threat assessments from 1,202 to 876 (10% reduction) -Serious incident reports from 220 to 162 (10% reduction)			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By 2024, reduce the number of serious incidents and threat assessments by the following tiered goal: -Threat assessments from 1,202 to 1,080 (10% reduction) -Serious incident reports from 220 to 200 (10% reduction)		
Annual Performance Goal Year 2 (2024-25)	By 2025, reduce the number of serious incidents and threat assessments by the following tiered goal: -Threat assessments from 1,080 to 973 (10% reduction) -Serious incident reports from 200 to 180 (10% reduction)		
Annual Performance Goal Year 3 (2025-26)	By 2026, reduce the number of serious incidents and threat assessments by the following tiered goal: -Threat assessments from 973 to 876 (10% reduction) -Serious incident reports from 180 to 162 (10% reduction)		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SWB-2-Establish and promote a culture of physical, social, emotional, and mental health wellness.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 Office of School Safety and Emergency Management will use a data driven approach increasing the number of SSCs in comprehensive high school based on the number of serious incidents at a particular school.	Sept-Oct, ongoing	Director of School Safety and Emergency Management	Chief of School Support will receive updates from direct reports during 1:1 and department meetings
Action 2 Office of School Safety and Emergency Management will utilize ACPD to cross train SSCs in various safety topics. Conduct weekly threat assessment meetings at a division level and support the school base threat assessment teams.	Sept-Oct, ongoing	Director of School Safety and Emergency Management	

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Action 3- Streamline data collection processes to strengthen student intervention plans, and progress monitoring		Sept-Oct, ongoing	Director of School Safety and Emergency Management
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-16- Threat/Risk/SIR data		
Evidence of Progress toward Annual Goal (MOY)	Results of Progress toward Annual Goal (EOY)		
Monthly review of Threat Assessment Data and Serious Incident Reports	EOY review of Threat Assessment Data and Serious Incident Reports		

Goal #5	Professional Learning / Collaboration (All)		
Strategic Plan Goal Area	Engaged Workforce		
Strategic Plan Performance Objectives	PO-EW-1-By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey.		
Baseline Data	Sept. 2023 - Principal/AP Survey - 49% of respondents responded favorably that Professional Learning provided in 2022-23 during LEAD meetings met their learning needs	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2026, at least 70% of Principals/Assistant Principals respond favorably that the PL provided during LEAD meetings met their learning needs			
Annual Performance Goals			
Annual Performance Goal Year 1 (2023-24)	By 2026, at least 60% of Principals/Assistant Principals respond favorably that the PL provided during LEAD meetings met their learning needs		
Annual Performance Goal Year 2 (2024-25)	By 2026, at least 70% of Principals/Assistant Principals respond favorably that the PL provided during LEAD meetings met their learning needs		
Annual Performance Goal Year 3 (2025-26)	By 2026, at least 80% of Principals/Assistant Principals respond favorably that the PL provided during LEAD meetings met their learning needs		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-EW-2-Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			

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Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Directors of Elementary and Secondary Education will meet monthly with Principal chairs to discuss Professional Learning needs to shape and inform monthly Principal meetings	Sept-June	Directors of Ele. & Sec. Education	Chief of School Support will receive updates from direct reports during 1:1 and department meetings
Directors of Elementary and Secondary Ed. will work collaboratively with Central Office Depts. to develop professional learning programming and implementation plans	Sept-June	Directors of Ele. & Sec. Education	
Regularly gathering feedback from Principals and Assistant Principals on the extent to which the professional learning is meeting their needs	Sept-June	Directors of Ele. & Sec. Education	
Office of School Safety and Emergency Management will increase cross developmental collaboration through monthly meetings with APS Directors, Principals, Regional meetings with areas School Divisions, Arlington County Emergency Management and Police Dept. During these meetings the Director, will solicit input on needs that will be used to develop and deliver professional learning opportunities	Sept-June	Director of School Safety and Emergency Management	
Progress Monitoring			
Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-EW-9- Staff feedback on PL activities		
Evidence of Progress toward Annual Goal (MOY)	Results of Progress toward Annual Goal (EOY)		
Exit Tickets from Monthly Meetings	EOY Survey		