

Performance Objective	Strategies	Leading Indicators (Used to monitor progress)	Lagging Indicators (Used for end of year reporting)	Key Performance Indicators
<p><b>Priority 1: STUDENT ACADEMIC GROWTH AND SUCCESS</b></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"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Deliver APS adopted curriculum through rigorous, differentiated, evidence-based, and culturally responsive instruction aligned to the Virginia standards of learning.</li> <li>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"> <li>Reducing and eliminating bias,</li> <li>the Science of Reading,</li> <li>Critical thinking, creative thinking, collaboration, communication, and citizenship skills,</li> <li>Supporting and improving culturally responsive pedagogical and behavioral support practices.</li> <li>Asset-based problem solving for all instructional staff to support all learners in inclusive classrooms.</li> </ul> </li> <li>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.</li> <li>Provide incentives for teachers at high turnover schools (i.e. additional release time for professional learning, additional compensation)</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Universal Math Screener</li> <li>Universal Literacy Screener</li> <li>Subject Specific Formative Assessment</li> <li>APS Writing Performance Based Assessment (PBA) in 9th and 10th</li> </ul>	<ul style="list-style-type: none"> <li>Reading SOLs</li> <li>Writing SOLs</li> <li>Math SOLs</li> <li>Science SOLs</li> <li>Social Studies SOLs</li> </ul>	<ul style="list-style-type: none"> <li>% of students passing the Gr. 3 Reading SOL for all students and historically marginalized groups</li> <li>% of students passing the Gr. 8 Reading SOL for all students and historically marginalized groups</li> <li>% of students passing the Gr. 11 Reading SOL for all students and historically marginalized groups</li> <li>% of students passing the Reading SOL for all students and by historically marginalized groups</li> <li>% of students passing the Writing SOL for all students by historically marginalized groups</li> <li>% of students passing the Math SOL for all students and by historically marginalized groups</li> <li>% of students passing the Science SOL for all students and by historically marginalized groups</li> <li>% of students passing the Social Studies SOL for all students and by historically marginalized groups</li> </ul>

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

**2024-30 Strategic Plan - APS Staff DRAFT - March 2024**

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<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Develop and implement approaches to academic schedules that enable effective co-teaching and co-planning for inclusive classrooms.</li> <li>Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction.</li> </ul>	<ul style="list-style-type: none"> <li>% of students with disabilities who spend at least 80% or more of the school day in a general education setting</li> <li>% 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).</li> <li>% of inclusive classes with two or more certified teachers</li> </ul>	<ul style="list-style-type: none"> <li>% of students with disabilities who spend at least 80% or more of the school day in a general education setting</li> </ul>	<ul style="list-style-type: none"> <li>% of students with disabilities who spend at least 80% or more of the school day in a general education setting</li> </ul>
<ul style="list-style-type: none"> <li>By 2030, at least 95% of graduating students will have met at least one of the College, Career, Civic Readiness Indicators (CCCRI).</li> </ul>	<ul style="list-style-type: none"> <li>Implement the use of career interest inventories to guide student academic counseling and course-taking decisions by the beginning of 7th grade.</li> <li>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.</li> <li>Develop, implement, and communicate career pathways to reflect inclusivity, pathways and opportunities for all students.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li># of students who have a 5-year plan by the end of 8th grade, disaggregated by student reporting group</li> <li># of students achieving each type of CCCRI indicator for each student reporting group and grade level</li> </ul>	<ul style="list-style-type: none"> <li>CCCRI completion data by student reporting group for graduating students</li> </ul>	<ul style="list-style-type: none"> <li>% of graduating students who achieved CCCRI by student reporting group</li> </ul>