

Performance Objective	Strategies	Leading Indicators (Used to monitor progress)	Lagging Indicators (Used for end of year reporting)	Key Performance Indicators
<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 students maintain and/or improve their physical, social, emotional, and mental health Identify and train school and division staff on: <ul style="list-style-type: none"> evidence-based universal SEL curriculum evidence-based social-emotional and behavioral interventions Systematically ensure all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships. Increase student access to nature inside and outside of the classroom 	<ul style="list-style-type: none"> Students who can identify a school-based adult who supports them 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 YVM Student: School Climate SEL Survey: Self-Management 	<ul style="list-style-type: none"> % students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th % students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 6th – 12th % students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th % students responding favorably to YVM category Student Well-Being: School Climate: 6th – 12th % students responding favorably to SEL survey category Self-Management: 3rd-5th % students responding favorably to SEL survey category Self-Management: 6th-12th

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<ul style="list-style-type: none"> By 2030, APS will reduce chronic absenteeism at all schools so that no more than 8% of students are chronically absent and reduce over-representation of student groups based on race/ethnicity, students with a disability and English learners to no more than 5% based on the group’s enrollment. 	<ul style="list-style-type: none"> Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: <ul style="list-style-type: none"> Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism. Identifying challenges and barriers specific to student reporting group needs. Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data. Develop, in partnership with community agencies and partners, consistent and regular two-way communication about services and supports available to students and families to address needs that may be impacting student attendance. 	<ul style="list-style-type: none"> Monthly/Quarterly Attendance data Home visit data Suspension data Literacy Screener data Math Screener data SEL Survey YVM Student Survey 	<ul style="list-style-type: none"> Attendance Data 	<ul style="list-style-type: none"> % of students who are chronically absent overall and by student reporting group and school
<ul style="list-style-type: none"> By 2030, APS will reduce suspensions for all students by 50% and reduce over-representation of student groups based on race/ethnicity, students with a disability, and English Learners to no more than 5% based on the group’s enrollment. 	<ul style="list-style-type: none"> Implement evidence-based restorative practices to help repair the harm of behaviors done to others, empower students to resolve conflict positively, and support strategies that prioritize student attendance in classrooms when safety is not a concern. Provide training and supports to educators to implement equitable and consistent behavior management strategies that include: <ul style="list-style-type: none"> Core classroom expectations and processes Early intervention practices Restorative practices Trauma informed practices 	<ul style="list-style-type: none"> Risk profile 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 Suspension rates 	<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"> By 2030, identify all gaps in belonging/connectedness for LGBTQ+ students and increase sense of belonging and reduce risk behavior by X %. <p><i>*Need a baseline (see strategies) before a target can be set.</i></p>	<ul style="list-style-type: none"> Engage LGBTQ+ families and community partners to develop reliable and confidential data sources for LGBTQ+ reporting intended to increase sense of belonging and reducing risk behavior for this group. Provide evidence-based professional development to staff on strategies to enhance LGBTQ+ sense of belonging and connectedness. Provide evidence-based professional development to staff on strategies to enhance student sense of belonging and connection for all groups disproportionately impacted. Provide community forums by identified reporting groups to help families better understand student needs to improve connectedness and belonging at school and in the community. 	<ul style="list-style-type: none"> Virginia Youth Survey Student Focus Groups 	<ul style="list-style-type: none"> YVM Student: School Climate Virginia Youth Survey 	<ul style="list-style-type: none"> % of LGBTQ+ students responding favorably to YVM school climate question around “sense of belonging”: 4th-5th % of LGBTQ+ students responding favorably to YVM school climate question around “sense of belonging”: 6th-12th <p><i>*APS staff are still developing a KPI that would measure risk behaviors for LGBTQ+ students</i></p>
<ul style="list-style-type: none"> By 2030, XX% of students will report feeling safe at school as measured by XX% of students responding favorably to YVM category School Safety. <p><i>*Team is continuing to review baseline data. A proposed target will be shared publicly by May.</i></p>	<ul style="list-style-type: none"> Communicate and improve tiered behavioral interventions to identify and eliminate root causes of serious behavioral infractions. Assess and continually improve school-based processes for proactive behavioral instruction and interventions (i.e., include reviewing core, intervention, and intensive supports for students and schools). Continue to enhance the threat assessment process to facilitate evidence-based, proactive identification, intervention, and mitigation of school safety threats, including safety plans. Create and maintain a culture of trust and relationships (students, staff & families) where concerns are reported (students, staff & parents) 	<ul style="list-style-type: none"> Bullying incidents Threat assessments Reports of concern Serious incident reports 	<ul style="list-style-type: none"> Bullying incidents Threat assessments Serious incident reports YVM: Student Well-Being: School Safety 	<ul style="list-style-type: none"> # of bullying incidents by student reporting group # of threat assessments # of serious incident reports % of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 4-5th % of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 6-12th