

Academics Action Plan - 2025-2026 to 2027-28
Chief: Dr. Gerald Mann, Jr.

Goal #1	Increase Inclusion (Office of Special Education)		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SAGS-3-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.		
Baseline Data	2024-25 VDOE (includes countywide programs) Currently as a district, the unofficial December 1, 2023 data count indicated our baseline is 65.8% APS (excluding countywide programs) 75% of students with disabilities spend 80% or more of the school day in a general education setting	Identify if goal is required based on state or federal requirements, or other guidelines	Yes for Indicator 5a reporting to VDOE
3 Year Performance Goal			
By June 2028, APS will increase our LRE percentage by the following tiered goal:			
Overall (APS) - Increase LRE % from 75% to 78% for SWD not in Special education county-wide programs. Overall (Official VDOE) - Increase our official December 1 LRE percentage from 65.8% to 72% for SWD (Including countywide programs)			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, APS will increase the LRE percentage by the following tiered goal:		
	Overall (APS) - Increase LRE % from 75% to 76.7% for SWD not in Special education county-wide programs. Overall (Official VDOE) - Increase our official December 1 LRE percentage from 65.8% to 68% for SWD (Including countywide programs)		
	ATS - from 61.5% to 70% Hoffman-Boston - 69% to 73% Long Branch 63% to 67% Gunston - 76.8% to 80% Hamm - 67.2% to 70% Kenmore - 66.4% to 70% Jefferson - 57.1% to 70% Wakefield - 79% to 81% W-L - 64.8% to 70%		

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Annual Performance Goal Year 2 (2026-27)	By June 2027, APS will increase our LRE percentage by the following tiered goal: Overall (APS) - Increase LRE % from 76.7% to 77.2% for SWD not in Special education county-wide programs. Overall (Official VDOE) - Increase our official December 1 LRE percentage from 68% to 70% for SWD (Including countywide programs) ATS - from 70% to 73% Hoffman - Boston - 73% to 76% Long Branch - 70% to 73% Gunston - 80% to 82% Hamm - 67.2% to 70% Kenmore - 70% to 73% Jefferson - 70% to 74% Wakefield - 81% to 84% W-L - 70% to 73%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, APS will increase our LRE percentage by the following tiered goal: Overall (APS) - Increase LRE % from 77.2% to 78% for SWD not in Special education county-wide programs. Overall (Official VDOE) - Increase our official December 1 LRE percentage from 70% to 72% for SWD (Including countywide programs) ATS - from 73% to 75% Hoffman - Boston - 76% to 79% Long Branch - 72% to 75% Gunston - 82% to 84% Hamm - 73% to 76% Kenmore - 73% to 76% Jefferson - 74% to 78% Wakefield - 84% to 88% W-L - 73% to 76%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-3.1-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).		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-3.3-Develop and implement co-planning and co-teaching strategies that scaffold rigorous instruction using evidence-based co-teaching models.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1-Work with the 4 model inclusion sites (Randolph, Fleet, TBD middle school, WL) to develop models for other school to replicate.	Ongoing SY 24, 25, 26	MCIE with OSE collaboration	

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Action 2- Regular collaboration between OSE and Core Content (ELA, Math, and EL) offices to ensure curricular resources and assessments includes the needs of SWD	Monthly	OSE and Core Content and EL Offices	OSE Directors will receive updates from direct reports during 1:1 and team meetings and will provide regular updates to the Chief of Academics
Action 3- Monthly meetings with SSCs to review LRE data to determine additional steps needed in their buildings	Monthly	OSE	
Action 4- Meet regularly with target schools to ensure ongoing LRE progress	Monthly/Quarterly	OSE and School leadership teams	
Action 5- Provide targeted professional learning to all school administrators to build overall capacity on an inclusive mindset and strategies.	Quarterly	OSE with MCIE	

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting	Strategic Plan - Key Performance Indicators	KPI-SAGS-3.1-% of students with disabilities who spend at least 80% or more of the school day in a general education setting
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	
Monthly review of Least Restrictive Environment (LRE) data		EOY Least Restrictive Environment (LRE) data	

Goal #2	Increase proficiency on Reading SOL		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-1-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.		
Baseline Data	2024-25 Reading SOL data showed the following levels of performance by each of our subgroups: All Students: 79% Black: Pass rate 70% Hispanic: Pass rate 57% English Learners: Pass rate 32% 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			

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

By June 2028, proficiency gaps on the Reading SOL will be reduced by the following tiered goal:

Black: Increase the pass rate from 70% to at least 84%.

Hispanic: Increase the pass rate from 57% to at least 79%.

English Learners: Increase the pass rate from 32% to at least 56%.

SWD: Increase the pass rate from 50% to at least 76%.

Economically Disadv.: Increase the pass rate from 58% to at least 79%.

Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Reading SOL will be reduced by the following tiered goal:		
	Black: Increase the pass rate from 70% to at least 78%		
	Hispanic: Increase the pass rate from 57% to at least 71%.		
	English Learners: Increase the pass rate from 32% to at least 47%.		
	SWD: Increase the pass rate from 50% to at least 67%.		
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Reading SOL will be reduced by the following tiered goal:		
	Black: Increase the pass rate from 78% to at least 82%.		
	Hispanic: Increase the pass rate from 71% to at least 75%.		
	English Learners: Increase the pass rate from 47% to at least 52%.		
	SWD: Increase the pass rate from 67% to at least 72%.		
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Reading SOL will be reduced by the following tiered goal:		
	Black: Increase the pass rate from 82% to at least 84%.		
	Hispanic: Increase the pass rate from 75% to at least 79%.		
	English Learners: Increase the pass rate from 52% to at least 56%.		
	SWD: Increase the pass rate from 72% to at least 76%.		
Economically Disadv.: Increase the pass rate from 75% to at least 79%.			
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-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.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1: Provide VLA and literacy training in science of reading and evidence based practices for readers/writers for staff who work with students K-12. Strategy of the month based on the training.	Monthly	ELA Office	Supervisor of ELA will provide principals and Director of Curriculum of Instruction with updates on completion data
Action 2: Determine high yield evidence based literacy practices from VLA training(PACT; background knowledge, vocabulary, citing evidence etc) and collaborate with other content offices to incorporate into curriculum documents and Professional Learning.	Monthly	Academics	Director of Curriculum & Instruction will monitor through weekly/monthly meetings with Supervisors

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Action 3: Update all K-8 curriculum documents with new ELA 2024 standards; Write detailed learning plans for high school including anchor texts to embed evidence based practices; using complex grade level text, building knowledge, citing text evidence	Monthly	ELA office	ELA Supervisor will provide Director of C/I with updates-cabinet and SB monitoring reports
Action 4: Continue monitoring the implementation of CKLA in K-5 for language comprehension and systematic core phonics in K-3 with fidelity (95% Core Phonics or Foundations). - Provide strategic coaching and support for schools that demonstrate need with new staff or data analysis.	Monthly	Elementary ELA Office	ELA Supervisor will provide Director of C/I with updates-cabinet and SB monitoring reports
Action 5: Support schools sites with implementation of Synergy platform for the Student Reading Plans; review the Reading Specialist roles in school sites in light of the VLA requirements.	Monthly	ELA office and Office of Instructional Support	Supervisor of instructional support will provide Director of Curriculum of Instruction with updates on student reading plans

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.1-Reading SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.2-% of students passing the Reading SOL
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	
NWEA MAP Growth Reading Unit Assessment Data VALLSS		Reading SOL Data	

Goal #3	Increase proficiency on Math SOL
Strategic Plan Goal Area	Student Academic Growth & Success
Strategic Plan Performance Objectives	PO-SAGS-1-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.

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Baseline Data	The 2024-25 Mathematics SOL data showed the following levels of performance by each of our subgroups: All Students: 79% Black: Pass rate 63% Hispanic: Pass rate 61% English Learners: Pass rate 47% SWD: Pass rate 47% Economically Disadv.: Pass rate 60%	Identify if goal is required based on state or federal requirements, or other guidelines	
----------------------	--	---	--

3 Year Performance Goal

By June 2028, proficiency gaps on the Math SOL will be reduced by the following tiered goal:

Black: Increase the pass rate from 63% to at least 82%.

Hispanic: Increase the pass rate from 61% to at least 79%.

English Learners: Increase the pass rate from 47% to at least 65%

SWD: Increase the pass rate from 47% to at least 76%.

Economically Disadv.: Increase the pass rate from 60% to at least 79%.

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Math SOL will be reduced by the following tiered goal: Black: Increase the pass rate from 63% to at least 75%. Hispanic: Increase the pass rate from 61% to at least 71%. English Learners: Increase the pass rate from 47% to at least 55% SWD: Increase the pass rate from 47% to at least 67%. Economically Disadv.: Increase the pass rate from 60% to at least 71%.
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Math SOL will be reduced by the following tiered goal: Black: Increase the pass rate from 75% to at least 79%. Hispanic: Increase the pass rate from 71% to at least 76%. English Learners: Increase the pass rate from 55% to at least 60% SWD: Increase the pass rate from 67% to at least 72%. Economically Disadv.: Increase the pass rate from 71% to at least 75%.
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Math SOL will be reduced by the following tiered goal: Black: Increase the pass rate from 79% to at least 82%. Hispanic: Increase the pass rate from 76% to at least 79%. English Learners: Increase the pass rate from 60% to at least 65% SWD: Increase the pass rate from 72% to at least 76%. Economically Disadv.: Increase the pass rate from 75% to at least 79%.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-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.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-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.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
---------------------	-----------------	--------------------------------------	--------------------------------------

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Action 1: Focus on Early Numeracy: Targeted PL for primary grades gen.ed and Sp.Ed. teachers: Bridges and AVMR		9/2024 - 9/2027, ongoing	Math Office	Supervisor of K-12 Mathematics will provide Director of Curriculum of Instruction with updates on NWEA growth
Action 2: Increase teacher efficacy around researched-based instructional practices: K-12: Math Workshop		9/2024 - 9/2027, ongoing	Math Office	Supervisor of K-12 Mathematics will provide Director of Curriculum of Instruction with updates on NWEA growth and SOL
Action 3: Refine and Improve curriculum documents for teacher-use based on newly adopted standards		9/2024 - 9/2027, ongoing	Math Office	Supervisor of K-12 Mathematics will provide Director of Curriculum of Instruction with updates on Teacher surveys
Action 4: Support Coach and Admin. collaboration, data usage, and action planning		9/2024 - 9/2027, ongoing	Math Office	Supervisor of K-12 Mathematics will provide Director of Curriculum of Instruction with updates on Observations
Action 5: Build capacity of Coaches to strengthen discourse in classrooms.		9/2024 - 9/2027, ongoing	Math Office	Supervisor of K-12 Mathematics will provide Director of Curriculum of Instruction with updates on Observations
Progress Monitoring				
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.3-Math SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.4-% of students passing the Math SOL	
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)		
NWEA Growth Data		Mathematics SOL Data		

Goal #4	Increase proficiency on Science SOL
Strategic Plan Goal Area	Student Academic Growth & Success
Strategic Plan Performance Objectives	PO-SAGS-1-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.

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Baseline Data	2024-25 Science SOL data showed the following levels of performance by each of our subgroups: All Students: Pass Rate 75% Black: Pass rate 59% Hispanic: Pass rate 53% English Learners: Pass rate 29% SWD: Pass rate 48% Economically Disadv.: Pass rate 53%	Identify if goal is required based on state or federal requirements, or other guidelines	
----------------------	--	---	--

3 Year Performance Goal

By June 2028, proficiency gaps on the Science SOL will be reduced by the following tiered goal:

Black: Increase the pass rate from 59% to at least 79%.

Hispanic: Increase the pass rate from 53% to at least 76%.

English Learners: Increase the pass rate from 29% to at least 54%.

SWD: Increase the pass rate from 48% to at least 75%.

Economically Disadv.: Increase the pass rate from 53% to at least 77%.

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By June 2026, proficiency gaps on the Science SOL will be reduced by the following tiered goal: Black: Increase the pass rate from 59% to at least 71%. Hispanic: Increase the pass rate from 53% to at least 67%. English Learners: Increase the pass rate from 29% to at least 41%. SWD: Increase the pass rate from 48% to at least 65%. Economically Disadv.: Increase the pass rate from 53% to at least 68%.
Annual Performance Goal Year 2 (2026-27)	By June 2027, proficiency gaps on the Science SOL will be reduced by the following tiered goal: Black: Increase the pass rate from 71% to at least 75%. Hispanic: Increase the pass rate from 67% to at least 72%. English Learners: Increase the pass rate from 41% to at least 48%. SWD: Increase the pass rate from 65% to at least 70%. Economically Disadv.: Increase the pass rate from 68% to at least 73%.
Annual Performance Goal Year 3 (2027-28)	By June 2028, proficiency gaps on the Science SOL will be reduced by the following tiered goal: Black: Increase the pass rate from 75% to at least 79%. Hispanic: Increase the pass rate from 72% to at least 76%. English Learners: Increase the pass rate from 48% to at least 54%. SWD: Increase the pass rate from 70% to at least 75%. Economically Disadv.: Increase the pass rate from 73% to at least 77%.

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-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.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.2-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.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
--------------	----------	---------------------------	-------------------------------

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Action 1: Professional development on science curriculum documents and instructional resources to ensure classroom instruction, alignment, and pacing.		9/2023-9/2026	Science Office	Supervisor of Science will provide Director of Curriculum of Instruction with updates during 1:1 and team meeetings
Action 2: Support Science CLTs with a focus on lesson planning, alignment, data analysis, and intervention.		9/2023-9/2026	Science Office	
Action 3: Implement centrally designed unit assessments that are aligned to the science curriculum and pacing guide.		9/2023-6/2024 and ongoing monitoring	Science Office	
Action 4: Support school administration in the data analysis and action planning		9/2023-9/2026	Science Office	
Progress Monitoring				
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-1.4-Science SOLs	Strategic Plan - Key Performance Indicators	KPI-SAGS-1.5-% of students passing the Science SOL	
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)		
Division wide unit assessment data Benchmark assessment data		Science SOL Data		

Goal #5	Improve Academic Discourse		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-2-By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading.		
Baseline Data	Based on Office of Academics walkthrough data from the 2023-24 school year, there was evidence of academic discourse in 30% of the classrooms walkthroughs that were conducted. Academic Discourse: Academic discourse is a way of exchanging ideas from teacher to student or student to student. It helps students articulate their thinking and engage in learning through communication in the classroom. It is promoted through specific talk moves facilitated by the teacher.	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2027 there will be evidence of academic discourse in at least 75% of the walkthroughs conducted by the Office of Academics.			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026 there will be evidence of academic discourse in at least 60% of the walkthroughs conducted by the Office of Academics.		
Annual Performance Goal Year 2 (2026-27)	By June 2027 there will be evidence of academic discourse in at least 75% of the walkthroughs conducted by the Office of Academics.		

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Annual Performance Goal Year 3 (2027-28)	By June 2027 there will be evidence of academic discourse in at least 80% of the walkthroughs conducted by the Office of Academics.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-1.1-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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1: Communicate expectations that students regularly engage in academic discourse	9/2025-6/2026	Office of Academics Content Offices	Supervisors in the Office of Curriculum & Instruction will provide updates to the Director & Executive Direction of C&I
Action 2: Professional learning offerings that support academic discourse across content areas	9/2025-6/2026	Office of Academics Content Offices	
Action 3: Provide models & exemplars of academic discourse across content and grade levels	9/2025-6/2026	Office of Academics Content Offices	
Action 4: Conduct walkthroughs with school-based leadership teams	9/2025-6/2026	Office of Academics Content Offices	
Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved		Strategic Plan - Key Performance Indicators	
Evidence of Progress toward Annual Goal (MOY)	Results of Progress toward Annual Goal (EOY)		
Office of Academics Walkthrough Data	Office of Academics Walkthrough data		

Goal #6	Increase % of students completing a CTE sequence by graduation		
Strategic Plan Goal Area	Student Academic Growth & Success		
Baseline Data	Completion of a CTE Sequence 2024-25 (VDOE 3E Report) -704 of 2,149 (33%)	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, at least 40% of the students 2028 graduation cohort will have completed a CTE sequence.			
Annual Performance Goals			

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 35% of the students 2026 graduation cohort will have completed a CTE sequence.		
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 37% of the students 2027 graduation cohort will have completed a CTE sequence.		
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 40% of the students 2028 graduation cohort will have completed a CTE sequence.		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS-4.4-Develop, implement, and communicate career pathways to reflect inclusivity, pathways and opportunities for all students.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-4.3-Expand APS accessibility strategies of intensified classes, Advanced Placement, IB, DE, and career and technical classes for all schools and student groups.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Develop baseline data reports for monitoring progress.	Ongoing	CTE Staff	CTE Office will monitor quarterly and report findings to teachers
Action 2- Develop and review Pathway documentation for students, parents, and counsoulers.	Ongoing	CTE Staff	CTE Office will monitor quarterly and report findings to teachers
Action 3 - Share information with Counseling department to develop a collaborative plan to increase completers.	Ongoing	CTE Staff	CTE Office will monitor quarterly and report findings to teachers
Action 4 - Provide growth opportunities by implementing a competency-based professional learning and framework inclusive of all staff members.	Ongoing	CTE Staff	CTE Office will monitor quarterly and report findings to teachers
Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-4.2-% of students achieving each CCCRI indicator	Strategic Plan - Key Performance Indicators	KPI-SAGS-4.1-% of students in the graduation cohort who achieved CCCRI
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	
CTE course enrollment		CTE sequence completion	

Goal #7	Increase % of students earning a credential by graduation
Strategic Plan Goal Area	Student Academic Growth & Success
Strategic Plan Performance Objectives	PO-SAGS-1-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.

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Baseline Data	2024-25 (VDOE- 3E Cohort list report) -73.29% *Official VDOE report included WISE in 2024-25 calculations but will not beyond 2024-25	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, at least 79% of the students in the 2026 graduation cohort will have earned a credential

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 75% of the students in the 2026 graduation cohort will have earned a credential
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 77% of the students in the 2027 graduation cohort will have earned a credential
Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 79% of the students in the 2028 graduation cohort will have earned a credential
Strategic Plan Strategies	
Strategic Plan Strategies- PRIMARY	S-SAGS-4.4-Develop, implement, and communicate career pathways to reflect inclusivity, pathways and opportunities for all students.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-4.3-Expand APS accessibility strategies of intensified classes, Advanced Placement, IB, DE, and career and technical classes for all schools and student groups.

Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Action 1 - Align the credentialing exam objectives with the course pacing guides.	Ongoing	CTE Staff	CTE Office will monitor quarterly and report findings to teachers
Action 2- Review and examine data validity for reporting.	Ongoing	CTE Staff	CTE Office will monitor quarterly and report findings to teachers
Action 3- Review historical test data to develop strategies to inform instructions. Providing teachers time to review credentialing data and share strategies to increase student success.	Ongoing	CTE Staff	CTE Office will monitor quarterly and report findings to teachers
Action 4 - Provide growth opportunities by implementing a competency-based professional learning and framework inclusive of all staff members	Ongoing	CTE Staff	CTE Office will monitor quarterly and report findings to teachers

Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved	LGI-SAGS-4.1-CCCRI completion data	Strategic Plan - Key Performance Indicators	KPI-SAGS-4.1-% of students in the graduation cohort who achieved CCCRI
	LGI-SAGS-4.2-% of students achieving each CCCRI indicator		KPI-SAGS-4.3-% 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
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	
Review of credentialing data		EOY review of credentialing data	

Academics Action Plan - 2025-2026 to 2027-28
Chief: Dr. Gerald Mann, Jr.

Goal #8	Increase % of students completing High Quality Work-Based Learning by graduation		
Strategic Plan Goal Area	Student Academic Growth & Success		
Strategic Plan Performance Objectives	PO-SAGS-4-By 2030, at least 95% students in the graduation cohort will meet at least one of the College, Career, Civic Readiness Indicators (CCCRI)		
	2024-25 Baseline Data -6% of students in the graduation cohort completed HQWBL by graduation Hispanic (34% of Graduation Cohort) - 25% in the graduation cohort completed HQWBL by graduation SWD (15% of Graduation Cohort) - 6% in the graduation cohort completed HQWBL by graduation Gifted (33% of Graduation Cohort) - 8% in the graduation cohort completed HQWBL by graduation	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, at least 12% of the students in the 2026 graduation cohort will complete HQWBL by graduation			
In addition, APS will demonstrate measurable progress for reporting groups where there is an underrepresentation			
Hispanic (34% of Graduation Cohort) - At least 30% in the graduation cohort will complete HQWBL by graduation SWD (15% of Graduation Cohort) - At least 11% in the graduation cohort will complete HQWBL by graduation Gifted (33% of Graduation Cohort) At least 14% in the graduation cohort will complete HQWBL by graduation			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 2026, at least 8% of the students in the 2026 graduation cohort will complete HQWBL by graduation		
	In addition, APS will demonstrate measurable progress for reporting groups where there is an underrepresentation Hispanic (34% of Graduation Cohort) - At least 27% in the graduation cohort will complete HQWBL by graduation SWD (15% of Graduation Cohort) - At least 8% in the graduation cohort will complete HQWBL by graduation Gifted (33% of Graduation Cohort) At least 10% in the graduation cohort will complete HQWBL by graduation		
Annual Performance Goal Year 2 (2026-27)	By June 2027, at least 10% of the students in the 2026 graduation cohort will complete HQWBL by graduation		
	In addition, APS will demonstrate measurable progress for reporting groups where there is an underrepresentation Hispanic (34% of Graduation Cohort) - At least 29% in the graduation cohort will complete HQWBL by graduation SWD (15% of Graduation Cohort) - At least 10% in the graduation cohort will complete HQWBL by graduation Gifted (33% of Graduation Cohort) At least 12% in the graduation cohort will complete HQWBL by graduation		

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Annual Performance Goal Year 3 (2027-28)	By June 2028, at least 12% of the students in the 2026 graduation cohort will complete HQWBL by graduation			
	In addition, APS will demonstrate measurable progress for reporting groups where there is an underrepresentation			
	Hispanic (34% of Graduation Cohort) - At least 30% in the graduation cohort will complete HQWBL by graduation SWD (15% of Graduation Cohort) - At least 11% in the graduation cohort will complete HQWBL by graduation Gifted (33% of Graduation Cohort) At least 14% in the graduation cohort will complete HQWBL by graduation			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-SAGS-4.5-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.			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS-1.5-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.			
Action Steps				
Action Steps		Timeline	Responsible & Accountable	Monitoring for Implementation
Office of CTE will collaborate with Counseling to procure a Counseling Management system that has interest and career inventories beginning in middle school.		SY2025-26	Office of CTE	Office of CTE will attend and advocate for a Counseling system that supports WBL during the RFP process in preparation for the end of the Naviance contract in June 2023.
The Office of CTE will collaborate with other APS offices to develop an actionable plan to increase the capacity to prepare and place students in HQWBL.		SY2025-26	Office of CTE	The Office of CTE will propose processes and request site-based staff to build capacity to support WBL opportunities in all secondary schools and to target underrepresented populations in securing HQWBL.
The Office of CTE will build or expand partnerships with businesses, industries, nonprofits, and educational entities to develop HQWBL opportunities for students.		SY2025-26	Office of CTE	The Office of CTE will continue to develop relationships through participation in meetings, cold calls and at networking events.
The Office of CTE will build or expand partnerships with other APS Offices to develop HQWBL opportunities for students.		SY2025-26	Office of CTE	The Office of CTE will meet with each office and develop a work-based learning training plan that will support a 14 hour per office experience to equate to a HQWBL
Progress Monitoring				
	LGI-SAGS-4.2-% of students achieving each CCCRI indicator		KPI-SAGS-4.1-% of students in the graduation cohort who achieved CCCRI	

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Strategic Plan - Measures - To determine if goal was achieved	LGI-P-3.1-% strategic partnerships providing services aligned to APS Strategic Plan	Strategic Plan - Key Performance Indicators	KPI-SAGS-4.3-% 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
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	
Review of work based learning data		EOY data on work-based learning completion	

Goal #9	Adult Ed		
Strategic Plan Goal Area	Partnerships		
Strategic Plan Performance Objectives	PO-P-2-By 2030, equitable family engagement will improve as measured by; % families who respond to APS countywide surveys; response demographics mirroring the demographics of the APS student population; 90% of parents responding favorably to family engagement		
Baseline Data	2024-25 -Arlington Senior Citizen -1129 -Spanish Speaking students in our GED Preparation class - 29	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
Arlington Senior Enrollment will increase from 1,129 to 1,320 Spanish Speaking GED student enrollment will increase from 22 to 49			

Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	Arlington Senior Enrollment will increase from 1,129 to 1,180 Spanish Speaking GED student enrollment will increase from 29 to 39		
Annual Performance Goal Year 2 (2026-27)	Arlington Senior Enrollment will increase from 1,180 to 1,280 Spanish Speaking GED student enrollment will increase from 39 to 49		
Annual Performance Goal Year 3 (2027-28)	Arlington Senior Enrollment will increase from 1,280 to 1,320 Spanish Speaking GED student enrollment will increase from 49 to 55		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-P-3.2-Continue, deploy, and monitor partnerships with advisory committees, nonprofits, government agencies, universities and other local organizations to support achievement of strategic plan priorities and objectives.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Increase marketing efforts by placing course information in physical locations throughout the county that will be seen by Seniors, our Spanish speaking population and youth.	SY2025-26	Office of ACL	The Supervisor of Adult Ed

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Target desired demographics via social media campaigns	SY2025-26	Office of ACL	The Supervisor of Adult Ed will provide updates to the Director of CTAE during 1:1 and team meetings
Utilize direct email marketing campaigns targeting desired demographics	SY2025-26	Office of ACL	
Utilize focus groups within the desired demographics to generate ideas on how to attract new students to the program	SY2025-26	Office of ACL	
Progress Monitoring			
Strategic Plan - Measures - To determine if goal was achieved	LGI-P-3.1-% strategic partnerships providing services aligned to APS Strategic Plan	Strategic Plan - Key Performance Indicators	KPI-P-3.2-% APS community partners that report the partnership process is clear and user friendly
Evidence of Progress toward Annual Goal (MOY)	Results of Progress toward Annual Goal (EOY)		
Evidence will come from the data retrieved from our registration database which will include marketing statistics and enrollment data.	Evidence will come from the data retrieved from our registration database which will include marketing statistics and enrollment data.		

Goal #10	Professional Learning		
Strategic Plan Goal Area	Student Centered Workforce		
Strategic Plan Performance Objectives	PO-SCW-1-By 2030, at least 70% of all staff will report that professional learning improved their professional practice		
Baseline Data	Baseline- Spring 2025 YVM- "professional learning improved their professional practice" <i>School-based professional learning</i> -School-Based Staff: 70% -Teachers: 69% <i>Division-Wide professional learning</i> -School-Based Staff: 72% -Teachers: 59%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By 2028, the % of APS staff who respond favorably to YVM question, "professional learning improved their professional practice" will increase by the following tiered goal: School-based professional learning -School-Based Staff: Increase from 76% to 79% -Teachers: Increase from 75% to 78% Division-Wide professional learning -School-Based Staff: Increase from 78% to 81% -Teachers: Increase from 67% to 71%			
Annual Performance Goals			

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Annual Performance Goal Year 1 (2025-26)	By 2026, the % of APS staff who respond favorably to YVM question, "professional learning improved their professional practice" will increase by the following tiered goal: School-based professional learning -School-Based Staff: Increase from 70% to 73% -Teachers: Increase from 69% to 72% Division-Wide professional learning -School-Based Staff: Increase from 72% to 75% -Teachers: Increase from 59% to 63%		
Annual Performance Goal Year 2 (2026-27)	By 2027, the % of APS staff who respond favorably to YVM question, "professional learning improved their professional practice" will increase by the following tiered goal: School-based professional learning -School-Based Staff: Increase from 73% to 76% -Teachers: Increase from 72% to 75% Division-Wide professional learning -School-Based Staff: Increase from 75% to 78% -Teachers: Increase from 63% to 67%		
Annual Performance Goal Year 3 (2027-28)	By 2028, the % of APS staff who respond favorably to YVM question, "professional learning improved their professional practice" will increase by the following tiered goal: School-based professional learning -School-Based Staff: Increase from 76% to 79% -Teachers: Increase from 75% to 78% Division-Wide professional learning -School-Based Staff: Increase from 78% to 81% -Teachers: Increase from 67% to 71%		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SAGS 1.2-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.		
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SAGS 1.3-Provide structures (professional learning communities planning days, prioritize time in the schedule for planning, common language) that strengthen collaboration, shared belief in ability to achieve intended results, and scaling of best practices across all schools and the division.		
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Continue high-quality facilitation support for new teachers through the APS Mentor Program and BASE Camp	SY 2025-2026	PL Team	Director of Professional Learning will receive updates from direct reports during 1:1 and office meetings.
Continue facilitating high-quality division level support for NBCT candidates and local APS CAP	SY 2025-2026	PL Specialists (Licensed)	
Expand high-quality Professional Learning opportunities to all scales	SY 2025-2026	PL Specialist (Classified)	

Academics Action Plan - 2025-2026 to 2027-28

Chief: Dr. Gerald Mann, Jr.

Continue to convene a Professional Learning Advisory Council to engage stakeholders in conversations about professional learning programs.		SY 2025-2026	PL Team	The Director of Professional Learning will update the Chief Academic Officer during regular 1:1 Meetings
Progress Monitoring				
Strategic Plan - Measures - To determine if goal was achieved	LGI-SCW-1.1-YVM Staff: Engaged Workforce: Professional Learning	Strategic Plan - Key Performance Indicators	KPI-SCW-1.1-% of school-based staff responding favorably to the YVM question that school-based professional learning improved their professional practice	
			KPI-SCW-1.2-% of school-based staff responding favorably to the YVM question that Division-Wide professional learning improved their professional practice	
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)		
Frontline course evaluations		Your Voice Matters		