

DEI & Student Support - Action Plan - 2025-26 to 2027-28

Chief: Dr. Julie A. Crawford

Goal #1	Improve Student Social, Emotional, & Mental Health (Student Services)			
Strategic Plan Goal Area	Student Well-Being			
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills			
Baseline Data	YVM 2025: Student Well-Being: Social, Emotional, & Mental Health-- Grades 4-5 - 77% favorable responses Grades 6-12- 75% favorable responses	Identify if goal is required based on state or federal requirements, or other guidelines		
3 Year Performance Goal				
By June of 2028, the Your Voice Matters survey will show a 84% (Gr.4-5) & 82% (Gr. 6-12) favorable response rate in the area of Social, Emotional, & Mental Health for students in grades 4-12.				
Annual Performance Goals				
Annual Performance Goal Year 1 (2025-26)	By June of 2026, the Your Voice Matters survey will show a 80% (Gr.4-5) & 78% (Gr. 6-12) favorable response rate in the area of Social, Emotional, & Mental Health for students in grades 4-12.			
Annual Performance Goal Year 2 (2026-27)	By June of 2027, the Your Voice Matters survey will show a 82% (Gr.4-5) & 80% (Gr. 6-12) favorable response rate in the area of Social, Emotional, & Mental Health for students in grades 4-12.			
Annual Performance Goal Year 3 (2027-28)	By June of 2028, the Your Voice Matters survey will show a 84% (Gr.4-5) & 82% (Gr. 6-12) favorable response rate in the area of Social, Emotional, & Mental Health for students in grades 4-12.			
Strategic Plan Strategies				
Strategic Plan Strategies- PRIMARY	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction			
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.2-Identify and train school and division staff on: (a)Evidence-based universal SEL curriculum that includes opportunities for student-student and student-staff dialogue and discussion, (b) Evidence-based social-emotional and behavioral interventions			
Action Steps				
Action Steps				
*Note- Steps 1-4 focus on building teacher capacity & Steps 5-8 focus on targeted and intensified interventions with school counselors, psychologists, etc		Timeline	Responsible & Accountable	Monitoring for Implementation

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1) Provide professional learning to all school leadership and staffs on social emotional learning with an emphasis on adult SEL.	Summer 2025-Spring 2026	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 & Student Support during 1:1 and Dept. meetings
2) In collaboration with schools, complete walkthroughs focused on the adoption of social-emotional learning curriculum and student engagement, focusing on secondary schools.	Fall 2025-Spring 2026	Student Services	
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 2026-Spring 2027	Student Services & School & Community Relations	
4) In collaboration with the Department of Academics, create curricular resources for academic content areas that reinforce SEL standards, assigning competencies to specific content areas.	Fall 2025-Spring 2027	Student Services & Curriculum & Instruction	
5) Provide training and resources that establish and/or enhance school-based mental health CLTs.	Fall 2025-Spring 2027	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 2025-Spring 2027	Student Services	
7) Train and implement a system in Synergy to track assigned social-emotional and behavioral interventions and monitor student progress.	Fall 2025-Spring 2027	Student Services, Curriculum & Instruction (ATSS), &	
8) Develop and provide skill-building professional learning pathways for school-based Student Services' teams to improve practice.	Fall 2025-Spring 2026	Student Services	

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-1.1-YVM Student: Social, Emotional, and Mental Health	Strategic Plan - Key Performance Indicator	KPI-SWB-1.1-% students responding favorably to YVM category Student Well-Being: Social, Emotional, Mental Health: 4th – 5th & 6th-12th
	LGI-SWB-4.2-Virginia Youth Survey		KPI-SWB-1.5-% students responding favorably to SEL survey category Self-Management: 3rd-5th & 6th-12th
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	

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Walkthrough data; qualitative feedback from schools, students, and families; CLT agendas and visits	YVM (primary) <i>Other indicators include:</i> SEL Survey (spring); Attendance; Discipline; Suicide Risk Assessment Data; Arlington Youth Survey; Intervention Effectiveness Data
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Goal #2	Co-Create & Pilot Culturally Responsive Novel Studies & Lessons		
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	As of SY 2024-25 -DEI & ELA have co-created 14 culturally responsive novel studies across school levels -DEI & Math have not yet co-created any culturally responsive lessons as of 2024-25	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

By June 2028, Diversity, Equity, and Inclusion and Curriculum Offices will co-create and pilot culturally responsive unit plans in ELA and Math in at least 70% of APS schools

-Increase in the percentage of student's favorable response on the 2026 YVM Survey question "I see people like me in the lessons, books, and stories at school" at schools who participated in the pilot.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By June 2026, Diversity, Equity, and Inclusion and Curriculum Offices will co-create and pilot culturally responsive novel studies and/or lessons in ELA and Math in at least 50% of APS schools -Increase in the percentage of student's favorable response on the 2026 YVM Survey question "I see people like me in the lessons, books, and stories at school" at schools who participated in the pilot.
Annual Performance Goal Year 2 (2026-27)	By June 2027, Diversity, Equity, and Inclusion and Curriculum Offices will co-create and pilot culturally responsive unit plans in ELA and Math in at least 60% of APS schools. -Increase in the percentage of student's favorable response on the 2026 YVM Survey question "I see people like me in the lessons, books, and stories at school" at schools who participated in the pilot.
Annual Performance Goal Year 3 (2027-28)	By June 2028, Diversity, Equity, and Inclusion and Curriculum Offices will co-create and pilot culturally responsive unit plans in ELA and Math in at least 70% of APS schools -Increase in the percentage of student's favorable response on the 2026 YVM Survey question "I see people like me in the lessons, books, and stories at school" at schools who participated in the pilot.

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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) -	

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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. Action Steps for Goal 1: Culturally Responsive Unit Plans for ELA and Math Establish a collaboration team from Diversity, Equity, and Inclusion and curriculum offices by early 2025. Co-develop culturally responsive unit plans in English Language Arts and Math that include: Identity-affirming texts Multilingual scaffolds Differentiated instructional pathways for students with disabilities Pilot the newly developed units in at least 50% of APS schools by June 2026. Collect and analyze feedback from teachers and students participating in the pilot. Revise and refine units based on feedback and implementation data. Expand implementation of culturally responsive units to 70% of APS schools by 2028.	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. The Executive Director of DEI will update the Chief of DEI & Student Support during 1:1 and Dept. meetings

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-1.2-YVM Student: School Climate	Strategic Plan - Key Performance Indicator	KPI-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	
# Schools who participated in pilot		2026 YVM -# Schools who participated in pilot	

Goal #3

Reduce Discipline Disproportionality (School Climate & Culture)

Strategic Plan Goal Area

Student Well-Being

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Strategic Plan Performance Objectives	PO-SWB-3-By 2030, APS will reduce suspensions by 25% with a focus on incidents that do not pose a safety risk to self or others (e.g. attendance infractions, certain disruptive behaviors) 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		
Baseline Data	2024-25 Total number of suspensions: 1,459* (827 OSS- 632 ISS) Black (11% of APS pop.) - 26% of suspensions Hispanic (31% of APS pop.) - 43% of suspensions English Learners (1-4) (22% of APS pop.) - 33% of suspensions SWD (16% of APS pop.) 47% of suspensions	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			
By June 2028, the overall number suspensions will be reduced and disproportionality in suspension rates will be reduced by the following tiered goal: Overall - Total number of suspensions will be reduced from 1,187 to 1,30 Black (11% of APS pop.) - Reduce % of suspensions from 26% to 20% Hispanic (31% of APS pop.) - Reduce % of suspensions from 43% to 38%EL (1-4) (21% of APS pop.) - Reduce % of suspensions from 33% to 27%SWD (16% of APS pop.) - Reduce % of suspensions from 47% to 29%			
Annual Performance Goal Year 1 (2025-26)	By June 2026, the overall number suspensions will be reduced and disproportionality in suspension rates will be reduced by the following tiered goal: Overall - Total number of suspensions will be reduced from 1,459 to 1,243 Black (11% of APS pop.) - Reduce % of suspensions from 26% to 24% Hispanic (31% of APS pop.) - Reduce % of suspensions from 43% to 41%EL (1-4) (22% of APS pop.) - Reduce % of suspensions from 33% to 29%SWD (16% of APS pop.) - Reduce % of suspensions from 47% to 37%		
Annual Performance Goal Year 2 (2026-27)	By June 2027, the overall number suspensions will be reduced and disproportionality in suspension rates will be reduced by the following tiered goal: Overall - Total number of suspensions will be reduced from 1,243 to 1,187 Black (11% of APS pop.) - Reduce % of suspensions from 24% to 22% Hispanic (31% of APS pop.) - Reduce % of suspensions from 41% to 40%EL (1-4) (21% of APS pop.) - Reduce % of suspensions from 29% to 28%SWD (16% of APS pop.) - Reduce % of suspensions from 37% to 33%		
Annual Performance Goal Year 3 (2027-28)	By June 2028, the overall number suspensions will be reduced and disproportionality in suspension rates will be reduced by the following tiered goal: Overall - Total number of suspensions will be reduced from 1,187 to 1,30 Black (11% of APS pop.) - Reduce % of suspensions from 22% to 20% Hispanic (31% of APS pop.) - Reduce % of suspensions from 40% to 38%EL (1-4) (21% of APS pop.) - Reduce % of suspensions from 28% to 27%SWD (16% of APS pop.) - Reduce % of suspensions from 33% to 29%		

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Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-3.2-Provide training and supports to educators to implement equitable and consistent behavior management strategies that include: (a) Core classroom expectations and processes, (b) Early intervention practices, (c) Restorative practices, (d) Trauma informed practices
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-3.3-Systematically review disciplinary incidence data to identify any trends or disparities based student identifying characteristics, with emphasis on intersectionality (multiple characteristics).

Action Steps

Action Steps	Timeline	Responsible	Monitoring for Implementation
The Office of School Climate & Culture (OSCC) will provide annual updates and ongoing guidance to ensure consistency and equity in practice. This includes revising the Student Code of Conduct and offering refreshers, strengthening the Administrator Response Framework, and facilitating quarterly reviews of discipline data to inform continuous improvement	Sept-June, ongoing annually	OSCC staff	Director of OSCC and Chief of DEI & Student Support will receive updates from direct reports during 1:1 and team meetings and through check-ins with Principals
2) Provide ongoing professional learning for school leaders to strengthen equitable approaches to discipline, with an emphasis on trauma-informed and restorative practices that foster belonging and support for all students	Sept-June, ongoing annually	OSCC staff	
3) In partnership with the Department of Information Services and school teams, OSCC will provide ongoing professional learning, resources, and progress monitoring to ensure discipline data is entered accurately and consistently in Synergy, supporting equitable and transparent reporting across the district	Sept-June, ongoing annually	OSCC staff	
4) Support school-based re-entry meetings following major violations with an emphasis on repairing harm, fostering restoration, and developing individualized plans for social, emotional, behavioral, and academic supports. Progress will be continuously monitored to ensure student success and guide collaborative decision-making	Sept-June, ongoing annually	OSCC staff	
5) Partner with school-based administrators to conduct quarterly discipline data reviews, ensuring accuracy in Synergy reporting while collaboratively analyzing trends, common causes, and patterns. Reviews will emphasize demographics and types of infractions, leading to shared action planning that addresses identified needs and promotes equitable outcomes.	25-26SY, reviewed annually	OSCC staff	
6) In partnership with the Office of Special Education and the Behavior Team, collaboratively monitor the progress of students with significant needs, exploring supportive interventions and alternative placements when appropriate — with a shared commitment to ensuring the success of all students	2025-2026	OSCC staff	
7) In collaboration with the Department of Student Services, the Office of School Climate & Culture will formally launch the restructured RESET/Second Chance program, providing comprehensive substance abuse education in partnership with substance abuse counselors to ensure proactive, supportive interventions for students.	2025-2026	OSCC staff	

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8) Collaborate with central office departments and Arlington Juvenile Courts to lead student discipline hearings and placement meetings that uphold school safety while advancing trauma-informed, long-term intervention plans that promote successful reentry and sustained student growth.	2025-2026	OSCC staff	
9) Deliver culturally responsive and equity-focused professional learning to strengthen instructional strategies that reduce disciplinary referrals and create inclusive learning environments, with particular attention to the needs of historically marginalized student populations (2025-26) Expand and deepen culturally responsive and equitable practices training for educators to increase the consistent use of inclusive teaching strategies. The goal is to reduce disciplinary referrals, particularly for students from historically marginalized populations, by shifting classroom practice, strengthening teacher capacity, and promoting equitable learning environments across APS.	2025-2026	Diversity, Equity, and Inclusion	Executive Director of Diversity, Equity, and Inclusion.

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-3.2-Suspension rates	Strategic Plan - Key Performance Indicator	KPI-SWB-3.1-% suspensions relative to % student population
Evidence of Progress toward Annual Goal (MOY)	Results of Progress toward Annual Goal (EOY)		
Discipline Disproportionality Dashboard -Monthly review of suspension data & MOY report on progress toward goal	Discipline Disproportionality Dashboard -EOY report based on suspension data		

Goal #4	School Climate (All Depts in DEI/Student Support)		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-1-By 2030, at least 80% of students will respond favorably about their school climate, mental health and self-management skills		
Baseline	2025 YVM - % of favorable response on the Your Voice Matters category: Student Well-Being: School Climate Gr. 4-5 Students - 85% Gr. 6-12 students - 86%	Identify if goal is required based on state or federal requirements, or other guidelines	
3 Year Performance Goal			

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By 2028, the percentage of favorable response on the Your Voice Matters category: Student Well-Being: School Climate will increase by the following tiered goal:

Gr. 4-5 Students - Increase favorable response from 85% to 90%
 Gr. 6-12 students - Increase favorable response from 85% to 90%

Annual Performance Goals

Annual Performance Goal Year 1 (2025-26)	By 2026, the percentage of favorable response on the Your Voice Matters category: Student Well-Being: School Climate will increase by the following tiered goal: Gr. 4-5 Students - Increase favorable response from 85% to 87% Gr. 6-12 students - Increase favorable response from 86% to 88%
Annual Performance Goal Year 2 (2026-27)	By 2027, the percentage of favorable response on the Your Voice Matters category: Student Well-Being: School Climate will increase by the following tiered goal: Gr. 4-5 Students - Increase favorable response from 87% to 89% Gr. 6-12 students - Increase favorable response from 88% to 90%
Annual Performance Goal Year 3 (2027-28)	By 2028, the percentage of favorable response on the Your Voice Matters category: Student Well-Being: School Climate will increase by the following tiered goal: Gr. 4-5 Students - Increase favorable response from 89% to 90% Gr. 6-12 students - Maintain 90% or above

Strategic Plan Strategies

Strategic Plan Strategies- PRIMARY	S-SWB-1.3-Foster strong student-teacher relationships while ensuring all students have at least one school-based adult who support and encourage their academic and personal growth with whom they build trusting relationships.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-1.1-Implement evidence-based, culturally responsive curriculum materials and strategies that help build resilience and support students maintain and/or improve their physical, social, emotional, and mental health, with a deliberate focus on Black, Hispanic, Students with Disabilities, English Learners and other historically marginalized student groups, (c) Explicit SEL strategies that can be incorporated into core instruction

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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Develop a comprehensive auditing tool designed for use across various settings. This tool should be adaptable to different environments, allowing for consistent data collection, evaluation, and reporting on key metrics. The goal is to ensure it can be implemented effectively in diverse contexts, from schools to administrative offices, capturing critical insights to drive decision-making and improvement efforts. (2025 - 26) Advance the implementation of the newly developed equity auditing tool across schools and central office settings. The goal is to move from design to active use, ensuring consistent data collection, evaluation, and reporting on key equity metrics. By embedding the tool into routine practice, APS will capture critical insights to guide decision-making, monitor progress, and drive continuous improvement in both instructional and operational contexts.	September and October, 2024/25	Executive Director of Diversity, Equity & Inclusion; Executive Director Student Services, Director of School Climate & Culture	The Executive Directors in DEI/School Support will receive updates from direct reports during 1:1 and office meetings. The Executive Directors of DEI/Student Support will update the Chief of DEI & Student Support during 1:1 and Dept. meetings"
Provide school-based and central office administrators with a thorough understanding of the audit's purpose and structure. This should include a clear explanation of the audit's objectives, such as assessing compliance, identifying areas for improvement, and promoting accountability. (2025-26) Ensure school-based and central office administrators maintain a clear and comprehensive understanding of the equity audit's purpose and structure by providing ongoing professional learning and communication. This includes reinforcing how the audit promotes compliance, identifies opportunities for growth, and strengthens accountability to equity-centered outcomes across APS.	October, 2025	Executive Director of Diversity, Equity & Inclusion; Executive Director Student Services, Director of School Climate & Culture	
Conduct a thorough audit across all schools to evaluate key areas such as policy implementation, compliance, resource allocation, and overall effectiveness of programs and initiatives. (2025-26) Continue conducting and refining a division-wide equity audit across all schools, evaluating policy implementation, compliance, resource allocation, and program effectiveness. This process will build on prior successes, advance consistency, and ensure that equity practices are embedded in daily operations and decision-making.	November-December, 2025	Executive Director of Diversity, Equity & Inclusion; Executive Director Student Services, Director of School Climate & Culture	
Utilize collected data to develop and implement a targeted strategy aimed at addressing identified areas of concern. (2025-26) Leverage equity audit data to guide the development and implementation of targeted strategies that address identified gaps. These strategies will be collaboratively designed with school and central office leaders, with a focus on systemic improvement, accountability, and measurable progress in closing opportunity and achievement gaps.	January - June, 2025	Executive Director of Diversity, Equity & Inclusion; Executive Director Student Services, Director of School Climate & Culture	
Provide outreach and awareness training to staff & students regarding protections and rights related to sexual misconduct and Title IX (sex, gender identity, sexual orientation).	August 2024 - June, 2025	Title IX Coordinator	

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Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-4.1-YVM Student: School Climate	Strategic Plan - Key Performance Indicator	KPI-SWB-1.2-% students responding favorably to YVM category Student Well-Being: School Climate: 4th – 5th & 6th – 12th
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	
-Exit Tickets during Staff Implicit Bias Training -Student Focus Groups at Gr. 5, 6-12 -Title IX: Dec 19, 2024 DEI Training; Feb 10 2025 Spec. Ed Training		Spring 2025 YVM	

Goal #5	Reduce Chronic Absenteeism		
Strategic Plan Goal Area	Student Well-Being		
Strategic Plan Performance Objectives	PO-SWB-2-By 2030, APS will reduce the chronic absenteeism rate to no more than 8% of students 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.		
Baseline Data	2024-25 According to the data from the Arlington Public Schools Virginia School Quality Profile, 12.4% of APS students were chronically absent during the 2024-25 school year. Students who miss 10% or more of the school year (~18 days) are considered to be chronically absent per state accreditation indicators. -7 schools had a Chronic Absenteeism rate of 15% or higher	Identify if goal is required based on state or federal requirements, or other guidelines	State Guidelines (Standards of Accreditation)
3 Year Performance Goal			

By 2027, reduce the percentage of students identified as chronically absent to 9.5%.

Annual Performance Goals	
Annual Performance Goal Year 1 (2025-26)	By 2026, reduce the percentage of students identified as chronically absent to 10.7%
Annual Performance Goal Year 2 (2026-27)	By 2027, reduce the percentage of students identified as chronically absent to 9.6%
Annual Performance Goal Year 3 (2027-28)	By 2027, reduce the percentage of students identified as chronically absent to 8.7%
Strategic Plan Strategies	

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Strategic Plan Strategies- PRIMARY	S-SWB-2.1-Develop and implement a tiered system of support and evidence-based strategies to improve student attendance that include: (a) Identifying and training school and division staff on evidence-based strategies to improve student attendance, with emphasis on chronic absenteeism, (b) Identifying challenges and barriers specific to student reporting group needs, (c) Implementing evidence-based interventions to address the needs of specific student reporting groups that are disproportionately represented in chronic absenteeism data.
Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -	S-SWB-2.2-Engage in two-way communication early with families to connect them to services and supports provided by Arlington county and community partner agencies that enable families to address barriers impacting student attendance.

Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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 2025-Fall 2026	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 & Student Support during 1:1 and Dept. meetings
2) Meet on a quarterly basis with schools identified by the VDOE as having 12% or greater percentages of chronically absent students in the prior year to provide professional learning, share resources, develop plans, and discuss data to reduce absenteeism in their buildings.	Fall 2025-Spring 2027	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.	Fall 2025-Spring 2026	Student Services & School Climate & Culture	
4) Engage with a community partner to provide targeted support, particularly to English learner families, to schools with multiple years of Level 2 or 3 chronic absenteeism accreditation indicators and collect data on its effectiveness.	Fall 2024-Spring 2025	Student Services	
5) Work with principals and key stakeholders at the school that made significant progress to learn and share best practices and strategies that meet the needs of specific populations within APS.	Fall 2025-Fall 2026	Student Services	
6) 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 2025-Fall 2027	Student Services	

Progress Monitoring

Strategic Plan - Measures - To determine if goal was achieved	LGI-SWB-2.1-Attendance Data	Strategic Plan - Key Performance Indicator	KPI-SWB-2.1-% of students who are chronically absent overall
	LGI-SWB-1.2-YVM Student: School Climate		KPI-SWB-2.2-% of students who are chronically absent by school
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	

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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

Goal #6	Extended Day - Staff Meet Annual Professional Learning Standards		
Strategic Plan Goal Area	Operational Excellence		
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	FY2025 data indicates that _67___% of Extended Staff met or exceeded the expected professional development hours (24)	Identify if goal is required based on state or federal requirements, or other guidelines	None
3 Year Performance Goal			
By June 30, 2027, At least 75% of Extended Staff will met or exceed the expected professional development hours (16)			
Annual Performance Goals			
Annual Performance Goal Year 1 (2025-26)	By June 30, 2026, At least _72___% of Extended Staff will met or exceed the expected professional development hours (16)		
Annual Performance Goal Year 2 (2026-27)	By June 30, 2027, At least _75___% of Extended Staff will met or exceed the expected professional development hours (16)		
Annual Performance Goal Year 3 (2027-28)	By June 30, 2027, At least _80___% of Extended Staff will met or exceed the expected professional development hours (16)		
Strategic Plan Strategies			
Strategic Plan Strategies- PRIMARY	S-SCW-1.2-Develop and implement a competency-based professional learning and evaluation framework with all staff members aligned to achieve the division’s strategic priorities and objectives.		
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
Provide training sessions to Extended Day staff at a variety of times (e.g. when school is not in session, online, etc.) and utilize funding to pay staff for engaging in professional development outside of their contractual hours	Sept-June	Extended Day Director	Extended Day Program Director will monitor implementation and provide updates to Cheif of Diversity, Equity, Inclusion and Student Stupport during 1:1 meetings
Develop a communication plan to keep extended day staff informed of training and professional development opportunities	Sept-June	Extended Day Director	
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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-1.3-% of all staff, by scale that respond favorably on the Frontline surveys that professional learning improved their professional practice
Evidence of Progress toward Annual Goal (MOY)		Results of Progress toward Annual Goal (EOY)	
Percentage of staff who have completed all required training		Percentage of staff who have completed all required training	