

## School Support - Action Plan - 2025-26 to 2027-28

### Chief: Kimberley Graves

| Goal #1                               | Increase proficiency on Reading SOL                                                                                                                                                                                                                                                                    |                                                                                          |  |
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| 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                         | <b>2024-25 Reading SOL</b> data showed the following levels of performance by each of our subgroups:<br>All Students: 79%<br>Black: Pass rate 70%<br>Hispanic: Pass rate 57%<br>English Learners: Pass rate 32%<br>SWD: Pass rate 50%<br>Economically Disadv.: Pass rate 58%                           | Identify if goal is required based on state or federal requirements, or other guidelines |  |
| <b>3 Year Performance Goal</b>        |                                                                                                                                                                                                                                                                                                        |                                                                                          |  |

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                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
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| Annual Performance Goal Year 1 (2025-26) | <p>By June 2026, proficiency gaps on the Reading SOL will be reduced by the following tiered goal:</p> <p><b>Black:</b> Increase the pass rate from 70% to at least 78%<br/> <b>Hispanic:</b> Increase the pass rate from 57% to at least 71%.<br/> <b>English Learners:</b> Increase the pass rate from 32% to at least 47%.<br/> <b>SWD:</b> Increase the pass rate from 50% to at least 67%.<br/> <b>Economically Disadv.:</b> Increase the pass rate from 58% to at least 71%.</p>  |
| Annual Performance Goal Year 2 (2026-27) | <p>By June 2027, proficiency gaps on the Reading SOL will be reduced by the following tiered goal:</p> <p><b>Black:</b> Increase the pass rate from 78% to at least 82%.<br/> <b>Hispanic:</b> Increase the pass rate from 71% to at least 75%.<br/> <b>English Learners:</b> Increase the pass rate from 47% to at least 52%.<br/> <b>SWD:</b> Increase the pass rate from 67% to at least 72%.<br/> <b>Economically Disadv.:</b> Increase the pass rate from 71% to at least 75%.</p> |

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| <b>Annual Performance Goal<br/>Year 3 (2027-28)</b>                                                                                                                                           | By June 2028, proficiency gaps on the Reading SOL will be reduced by the following tiered goal:<br><br><b>Black:</b> Increase the pass rate from 82% to at least 84%.<br><b>Hispanic:</b> Increase the pass rate from 75% to at least 79%.<br><b>English Learners:</b> Increase the pass rate from 52% to at least 56%.<br><b>SWD:</b> Increase the pass rate from 72% to at least 76%.<br><b>Economically Disadv.:</b> Increase the pass rate from 75% to at least 79%. |                                                     |                                                    |                                                                                                     |
| <b>Strategic Plan Strategies</b>                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |                                                    |                                                                                                     |
| <b>Strategic Plan Strategies- PRIMARY</b>                                                                                                                                                     | 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.                                                                                                                                                                   |                                                     |                                                    |                                                                                                     |
| <b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>                                                                                                                                     | S-SAGS-1.4-Increase co-taught sections of courses and classes taught by two certified teachers to support the inclusion of SWD, ELs and dually identified students, across the elementary, middle and high schools, as well as all levels of courses, including advanced or intensified course options.                                                                                                                                                                  |                                                     |                                                    |                                                                                                     |
| <b>Action Steps</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |                                                    |                                                                                                     |
| <b>Action Steps</b>                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Timeline</b>                                     | <b>Responsible &amp; Accountable</b>               | <b>Monitoring for Implementation</b>                                                                |
| Participate in monthly instructional walkthroughs at schools with cross-departmental teams                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sept-Oct                                            | Executive Principal                                | Chief of School Support will receive updates from direct reports during 1:1 and department meetings |
| Provide a list of supports available to Principals (I.e. Coverage for Principals to participate in PL activities, Data review and action planning, weekly consultation to address challenges) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sept-Oct                                            | Executive Principal                                |                                                                                                     |
| Quarterly meetings with Office of English Language Arts, English Learners, Special Education for data review and action planning to support division-wide needs in ELA                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sept-Oct                                            | Executive Principal                                |                                                                                                     |
| Work collaboratively with Principal Chairs and Office of Academics to organize and deliver needs-based Professional Learning to Principals/Assistant Principals through monthly meetings      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Sept-Oct                                            | Executive Principal                                |                                                                                                     |
| <b>Progress Monitoring</b>                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |                                                    |                                                                                                     |
| <b>Strategic Plan - Measures -<br/>To determine if goal was achieved</b>                                                                                                                      | LGI-SAGS-1.1-Reading SOLs                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Strategic Plan Performance Objectives</b>        | KPI-SAGS-1.2-% of students passing the Reading SOL |                                                                                                     |
|                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                     |                                                    |                                                                                                     |
| <b>Evidence of Progress toward Annual Goal (MOY)</b>                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Results of Progress toward Annual Goal (EOY)</b> |                                                    |                                                                                                     |
| VALLSS<br>NWEA MAP Growth Reading<br>Unit Assessment Data                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Reading SOL Data                                    |                                                    |                                                                                                     |

## School Support - Action Plan - 2025-26 to 2027-28

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| Goal #2                               | Increase proficiency on Math SOL                                                                                                                                                                                                                                                                   |                                                                                          |  |
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| 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                         | <p>The 2024-25 Mathematics SOL data showed the following levels of performance by each of our subgroups:</p> <p>All Students: 79%<br/> Black: Pass rate 63%<br/> Hispanic: Pass rate 61%<br/> English Learners: Pass rate 47%<br/> SWD: Pass rate 47%<br/> Economically Disadv.: Pass rate 60%</p> | 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                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| Annual Performance Goal Year 1 (2025-26) | <p>By June 2026, proficiency gaps on the Math SOL will be reduced by the following tiered goal:</p> <p><b>Black:</b> Increase the pass rate from 63% to at least 75%.<br/> <b>Hispanic:</b> Increase the pass rate from 61% to at least 71%.<br/> <b>English Learners:</b> Increase the pass rate from 47% to at least 55%<br/> <b>SWD:</b> Increase the pass rate from 47% to at least 67%.<br/> <b>Economically Disadv.:</b> Increase the pass rate from 60% to at least 71%.</p> |
| Annual Performance Goal Year 2 (2026-27) | <p>By June 2027, proficiency gaps on the Math SOL will be reduced by the following tiered goal:</p> <p><b>Black:</b> Increase the pass rate from 75% to at least 79%.<br/> <b>Hispanic:</b> Increase the pass rate from 71% to at least 76%.<br/> <b>English Learners:</b> Increase the pass rate from 55% to at least 60%<br/> <b>SWD:</b> Increase the pass rate from 67% to at least 72%.<br/> <b>Economically Disadv.:</b> Increase the pass rate from 71% to at least 75%.</p> |

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| Annual Performance Goal<br>Year 3 (2027-28)                                                                                                                                                   | By June 2028, proficiency gaps on the Math SOL will be reduced by the following tiered goal:<br><br><b>Black:</b> Increase the pass rate from 79% to at least 82%.<br><b>Hispanic:</b> Increase the pass rate from 76% to at least 79%.<br><b>English Learners:</b> Increase the pass rate from 60% to at least 65%<br><b>SWD:</b> Increase the pass rate from 72% to at least 76%.<br><b>Economically Disadv.:</b> 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) -                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                                                                                                     |
| Action Steps                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                                                                                                     |
| Action Steps                                                                                                                                                                                  | Timeline                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Responsible & Accountable                    | Monitoring for Implementation                                                                       |
| Participate in monthly instructional walkthroughs at schools with cross-departmental teams                                                                                                    | Sept-Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Executive Principal                          | Chief of School Support will receive updates from direct reports during 1:1 and department meetings |
| Provide a list of supports available to Principals (I.e. Coverage for Principals to participate in PL activities, Data review and action planning, weekly consultation to address challenges) | Sept-Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Executive Principal                          |                                                                                                     |
| Quarterly meetings with Office of Mathematics, English Learners, Special Education for data review and action planning to support division-wide needs in ELA                                  | Sept-Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Executive Principal                          |                                                                                                     |
| Work collaboratively with Principal Chairs and Office of Academics to organize and deliver needs-based Professional Learning to Principals/Assistant Principals through monthly meetings      | Sept-Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Executive Principal                          |                                                                                                     |
| Progress Monitoring                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                              |                                                                                                     |
| Strategic Plan - Measures - To determine if goal was achieved                                                                                                                                 | LGI-SAGS-1.3-Math SOLs                                                                                                                                                                                                                                                                                                                                                                                                                                               | Strategic Plan Performance Objectives        | KPI-SAGS-1.4-% of students passing the Math SOL                                                     |
|                                                                                                                                                                                               | LGI-SAGS-2.1-Universal Math Screener                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                              |                                                                                                     |
| Evidence of Progress toward Annual Goal (MOY)                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Results of Progress toward Annual Goal (EOY) |                                                                                                     |
| NWEA Growth<br>Math Mid-Year Benchmark data                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Mathematics SOL Data                         |                                                                                                     |

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| <b>Goal #3</b> | <b>Reduce Chronic Absenteeism</b> |
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| 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                                                                                                                                                                                                                                         | Based on school year 2024-25<br><br>-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 | Yes                                                                                                 |
| 3 Year Performance Goal                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                          |                                                                                                     |
| By 2028, reduce the number of APS schools with a 15% or higher Chronic Abseentism rate from 4 to 3                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                          |                                                                                                     |
| Annual Performance Goals                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                          |                                                                                                     |
| Annual Performance Goal Year 1 (2025-26)                                                                                                                                                                                                              | By 2026, reduce the number of APS schools with a 15% or higher Chronic Abseentism rate from 7 to 5                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                          |                                                                                                     |
| Annual Performance Goal Year 2 (2026-27)                                                                                                                                                                                                              | By 2027, reduce the number of APS schools with a 15% or higher Chronic Abseentism rate from 5 to 4                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                          |                                                                                                     |
| Annual Performance Goal Year 3 (2027-28)                                                                                                                                                                                                              | By 2028, reduce the number of APS schools with a 15% or higher Chronic Abseentism rate from 4 to 3                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                          |                                                                                                     |
| Strategic Plan Strategies                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                          |                                                                                                     |
| 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) -                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                          |                                                                                                     |
| Action Steps                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                          |                                                                                                     |
| Action Steps                                                                                                                                                                                                                                          | Timeline                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Responsible & Accountable                                                                | Monitoring for Implementation                                                                       |
| Provide coverage for Principals to participate in meetings with school and Student Service staff to conduct data reviews and action planning to address chronic absenteeism                                                                           | Sept-Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Directors of Ele. & Sec. Education                                                       | Chief of School Support will receive updates from direct reports during 1:1 and department meetings |
| Participate in School Support team meetings with Principals, Social Workers, Attendance Specialists, etc. to engage in collaborative problem solving and action planning to address Chronic Absenteeism                                               | Sept-Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Directors of Ele. & Sec. Education                                                       |                                                                                                     |
| Gather qualitative data on reasons for absenteeism by conducting focus groups and individual meetings with parents and students who are chronically absent and use this data to help inform development of action plan to address chronic absenteeism | Sept-Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Directors of Ele. & Sec. Education                                                       |                                                                                                     |
| Attend professional learning with Principals on best practices for addressing Chronic Absenteeism                                                                                                                                                     | Sept-Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Directors of Ele. & Sec. Education                                                       |                                                                                                     |
| Work collaboratively with Principal Chairs and Office of Student Services to organize and deliver needs-based Professional Learning to Principals/Assistant Principals through monthly meetings                                                       | Sept-Oct                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Directors of Ele. & Sec. Education                                                       |                                                                                                     |

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#### Progress Monitoring

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| <b>Strategic Plan - Measures -<br/>To determine if goal was achieved</b> | LGI-SWB-2.1-Attendance Data | <b>Strategic Plan Performance Objectives</b>        | KPI-SWB-2.2-% of students who are chronically absent by school |
|                                                                          |                             |                                                     |                                                                |
| <b>Evidence of Progress toward Annual Goal (MOY)</b>                     |                             | <b>Results of Progress toward Annual Goal (EOY)</b> |                                                                |
| Monthly Attendance Reports - Chronically absent                          |                             | EOY report on Chronic Absenteeism                   |                                                                |

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| <b>Goal #4</b>                                                                                                                                                                                                                                                                                                        | <b>Improve Staff Safety (School Safety &amp; Emergency Management)</b>                                                                                                                                                                                                                                                   |                                                                                                 |  |
| <b>Strategic Plan Goal Area</b>                                                                                                                                                                                                                                                                                       | Student Centered Workforce                                                                                                                                                                                                                                                                                               |                                                                                                 |  |
| <b>Strategic Plan Performance Objectives</b>                                                                                                                                                                                                                                                                          | PO-SCW-4-By 2030, at least 90% of staff will report feeling safe at their workplace                                                                                                                                                                                                                                      |                                                                                                 |  |
| <b>Baseline Data</b>                                                                                                                                                                                                                                                                                                  | Spring 2025 YVM<br>-% of staff responding favorably to the YVM question, "I feel safe and secure in my work environment"<br>Teachers - 87%<br>School-based Staff- 91%<br>Central Office Staff- 92%                                                                                                                       | <b>Identify if goal is required based on state or federal requirements, or other guidelines</b> |  |
| <b>3 Year Performance Goal</b>                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                          |                                                                                                 |  |
| By 2028, the % of staff responding favorably to the YVM question, "I feel safe and secure in my work environment" will increase by the following tiered goal:<br><br>Teachers: maintain 90% or above<br>School-based Staff (excluding teachers)- maintain 90% or above<br>Central Office Staff- maintain 90% or above |                                                                                                                                                                                                                                                                                                                          |                                                                                                 |  |
| <b>Annual Performance Goals</b>                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                          |                                                                                                 |  |
| <b>Annual Performance Goal Year 1 (2025-26)</b>                                                                                                                                                                                                                                                                       | By 2026, the % of staff responding favorably to the YVM question, "I feel safe and secure in my work environment" will increase by the following tiered goal:<br><br>Teachers: Increase from 87% to 89%<br>School-based Staff (excluding teachers)- maintain 90% or above<br>Central Office Staff- maintain 90% or above |                                                                                                 |  |

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| <b>Annual Performance Goal<br/>Year 2 (2026-27)</b>                                                                                                                                                                                                                                                                                                                                                                                                          | By 2027, the % of staff responding favorably to the YVM question, "I feel safe and secure in my work environment" will increase by the following tiered goal:<br><br>Teachers: Increase from 89% to 90%<br>School-based Staff (excluding teachers)- maintain 90% or above<br>Central Office Staff- maintain 90% or above |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Annual Performance Goal<br/>Year 3 (2027-28)</b>                                                                                                                                                                                                                                                                                                                                                                                                          | By 2028, the % of staff responding favorably to the YVM question, "I feel safe and secure in my work environment" will increase by the following tiered goal:<br><br>Teachers: maintain 90% or above<br>School-based Staff (excluding teachers)- maintain 90% or above<br>Central Office Staff- maintain 90% or above    |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Strategic Plan Strategies</b>                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                          |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Strategic Plan Strategies- PRIMARY</b>                                                                                                                                                                                                                                                                                                                                                                                                                    | S-SWB-5.3-Continue to enhance the threat assessment process to facilitate evidence-based, proactive identification, intervention, and mitigation of school safety threats, including safety plans.                                                                                                                       |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>                                                                                                                                                                                                                                                                                                                                                                                                    | S-SCW-4.3-Utilize a systems based approach (Physical, technical, operational [e.g. security vestibules, cameras, security staff, card readers, public address systems in buildings] and policies and procedures to ensure a safe physical environment                                                                    |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Action Steps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                          |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Action Steps</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Timeline</b>                                                                                                                                                                                                                                                                                                          | <b>Responsible &amp; Accountable</b>               | <b>Monitoring for Implementation</b>                                                                                                                                                                                                                                                                                                                                                                                                       |
| Action 1: The office of Safety, Security & Emergency Management (SSEM) has hired, a new Threat Assessment Specialist for APS. The Threat Assessment Specialist will deliver threat assessment training to School Safety Coordinators, the Division Threat Assessment Team, school-based staff, and administrators throughout the year. This is a grant funded position and will need to worked into next year's fiscal budget.                               | Complete                                                                                                                                                                                                                                                                                                                 | Director of School Safety and Emergency Management | Chief of School Support will receive updates from direct reports during 1:1 and department meetings                                                                                                                                                                                                                                                                                                                                        |
| Action 2: The office of SSEM will lead the third annual Emergency Preparedness Week. The purpose of Emergency Preparedness Week is to raise awareness about the importance of preparing for a crisis. To test the various critical notification systems and deliver emergency management training for all staff.                                                                                                                                             | Complete                                                                                                                                                                                                                                                                                                                 | Director of School Safety and Emergency Management |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Action 3: The office of SSEM will convene the Safety Audit Committee to review and assess security concerns across APS. Members of the committee include one Principal, one Assistant Principal, and one Teacher. Following the committee meeting, SSEM will publish the recommendations to the Superintendent. SSEM will have an internal audit to find areas of growth and identify the need for more resources, improved policies and increased staffing. | January 2026                                                                                                                                                                                                                                                                                                             | Director of School Safety and Emergency Management |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                          |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Progress Monitoring</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                          |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Strategic Plan - Measures -<br/>To determine if goal was achieved</b>                                                                                                                                                                                                                                                                                                                                                                                     | LGI-SCW-4.1-YVM: Staff: Operational Excellence: Safety                                                                                                                                                                                                                                                                   | <b>Strategic Plan Performance Objectives</b>       | KPI-SCW-4.1-% of staff responding favorably to the following YVM questions in the category Operational Excellence: Safety - How safe and secure do you feel in your building?; How clearly are changes in division-wide policies and procedures related to student behavior and expectations communicated with you?; How clearly are changes in division-wide policies and procedures related to staff expectations communicated with you? |

## School Support - Action Plan - 2025-26 to 2027-28

### Chief: Kimberley Graves

|                                                                       |  |                                                                                                        |  |
|-----------------------------------------------------------------------|--|--------------------------------------------------------------------------------------------------------|--|
|                                                                       |  |                                                                                                        |  |
| <b>Evidence of Progress toward Annual Goal (MOY)</b>                  |  | <b>Results of Progress toward Annual Goal (EOY)</b>                                                    |  |
| Monthly review of Threat Assessment Data and Serious Incident Reports |  | YVM<br><i>Additional indicators:</i> EOY review of Threat Assessment Data and Serious Incident Reports |  |

|                                              |                                                                                                                             |                                                                                                 |  |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--|
| <b>Goal #5</b>                               | <b>Improve Student Safety (School Safety &amp; Emergency Management)</b>                                                    |                                                                                                 |  |
| <b>Strategic Plan Goal Area</b>              | Student Well-Being                                                                                                          |                                                                                                 |  |
| <b>Strategic Plan Performance Objectives</b> | PO-SWB-5-By 2030, at least 90% of APS students will report feeling safe at school                                           |                                                                                                 |  |
| <b>Baseline Data</b>                         | <b>2025- YVM - Student Well-Being: Student Safety</b><br>Gr. 4-5- 75% favorable response<br>Gr. 6-12-72% favorable response | <b>Identify if goal is required based on state or federal requirements, or other guidelines</b> |  |
| <b>3 Year Performance Goal</b>               |                                                                                                                             |                                                                                                 |  |

By 2028, the % of students responding favorably to the YVM category: School Safety will increase by the following tiered goal:  
 Gr. 4-5 students- increase from 81% to 84%  
 Gr. 6-12 students- increase from 79% to 82%

| <b>Annual Performance Goals</b>                 |                                                                                                                                                                                                                             |
|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Annual Performance Goal Year 1 (2025-26)</b> | By 2026, the % of students responding favorably to the YVM category: School Safety will increase by the following tiered goal:<br>Gr. 4-5 students- increase from 75% to 78%<br>Gr. 6-12 students- increase from 72% to 75% |
| <b>Annual Performance Goal Year 2 (2026-27)</b> | By 2027, the % of students responding favorably to the YVM category: School Safety will increase by the following tiered goal:<br>Gr. 4-5 students- increase from 78% to 81%<br>Gr. 6-12 students- increase from 75% to 79% |
| <b>Annual Performance Goal Year 3 (2027-28)</b> | By 2028, the % of students responding favorably to the YVM category: School Safety will increase by the following tiered goal:<br>Gr. 4-5 students- increase from 81% to 84%<br>Gr. 6-12 students- increase from 79% to 82% |
| <b>Strategic Plan Strategies</b>                |                                                                                                                                                                                                                             |
| <b>Strategic Plan Strategies- PRIMARY</b>       | S-SWB-5.3-Continue to enhance the threat assessment process to facilitate evidence-based, proactive identification, intervention, and mitigation of school safety threats, including safety plans.                          |

## School Support - Action Plan - 2025-26 to 2027-28

### Chief: Kimberley Graves

| Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -                                                                                                                                                                                                                                                         |                                                    |                                                                                                           |                                                                                                                                             |                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Action Steps                                                                                                                                                                                                                                                                                               |                                                    |                                                                                                           |                                                                                                                                             |                                                                                                     |
| Action Steps                                                                                                                                                                                                                                                                                               |                                                    | Timeline                                                                                                  | Responsible & Accountable                                                                                                                   | Monitoring for Implementation                                                                       |
| Action 1: The office of Safety, Security & Emergency Management (SSEM) will recruit, hire, and train a new Threat Assessment Specialist for APS. A key strategy for this position will develop and create ways to report concerning behavior that will be safer, easier, and more accessible for students. |                                                    | Complete                                                                                                  | Director of School Safety and Emergency Management                                                                                          | Chief of School Support will receive updates from direct reports during 1:1 and department meetings |
| Action 2: During the FY25 budget cycle, SSEM will present and leverage a data-driven approach for increasing the number of SSCs for APS.                                                                                                                                                                   |                                                    | Oct-Nov.                                                                                                  | Director of School Safety and Emergency Management                                                                                          |                                                                                                     |
| Action 3: The office of SSEM will convene the Safety Audit Committee to review and assess security concerns across APS. Members of the committee include two parents of enrolled APS students. Following the committee meeting, SSEM will publish the recommendations to the Superintendent.               |                                                    | Feb-May                                                                                                   | Director of School Safety and Emergency Management                                                                                          |                                                                                                     |
|                                                                                                                                                                                                                                                                                                            |                                                    |                                                                                                           |                                                                                                                                             |                                                                                                     |
| Progress Monitoring                                                                                                                                                                                                                                                                                        |                                                    |                                                                                                           |                                                                                                                                             |                                                                                                     |
| Strategic Plan - Measures - To determine if goal was achieved                                                                                                                                                                                                                                              | LGI-SWB-5.2-YVM: Student Well-Being: School Safety | Strategic Plan Performance Objectives                                                                     | KPI-SWB-5.2-% of students responding favorably to YVM category Student Well-Being: School Safety by student reporting group, 4-5th & 6-12th |                                                                                                     |
|                                                                                                                                                                                                                                                                                                            |                                                    |                                                                                                           |                                                                                                                                             |                                                                                                     |
| Evidence of Progress toward Annual Goal (MOY)                                                                                                                                                                                                                                                              |                                                    | Results of Progress toward Annual Goal (EOY)                                                              |                                                                                                                                             |                                                                                                     |
| Monthly review of Threat Assessment Data and Serious Incident Reports                                                                                                                                                                                                                                      |                                                    | YVM - Student Well-Being: School Safety<br>EOY review of Threat Assessment Data, Serious Incident Reports |                                                                                                                                             |                                                                                                     |