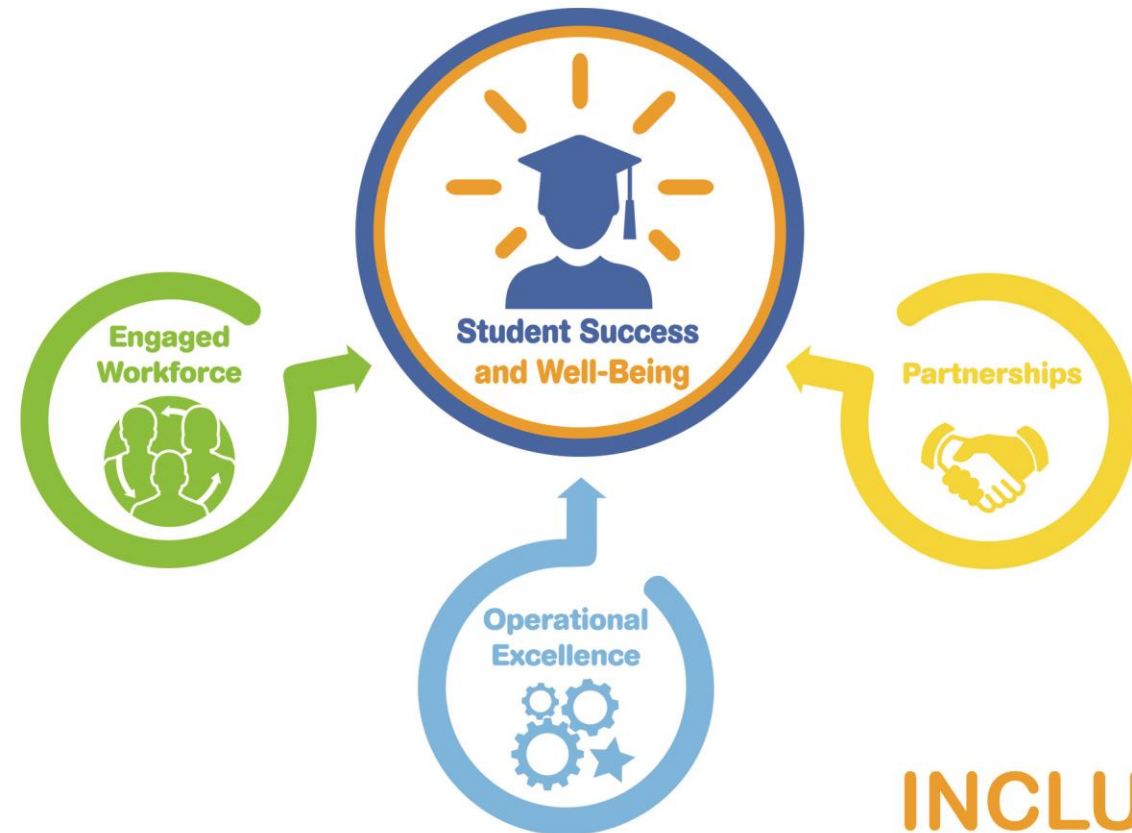


APS Strategic Plan 2018-2024

Academic Update

August 26, 2021



INCLUSION * EXCELLENCE * INNOVATION

Presentation Overview

- **Alignment with proposed School Board priorities**
- **2021 Reading & Math SOL results**
 - Appendix
- **2021-22 Reading & Math supports & interventions**
- **2021-22 Social Emotional Learning supports & interventions**
- **2020-21 Bright Spots**

Proposed School Board Priorities

- **Ensure student well-being and academic progress**
 - **Identify, report, and address all students' social-emotional and academic needs**
 - **Focus on literacy and math**
- **Advance 2018-24 Strategic Plan goals with focus on innovation and equity**
- **Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work**
 - **Develop phased plan to ensure all salary scales and benefits are market competitive and sustainable**
 - **Establish plan and timeline to begin the collective bargaining process**
- **Improve operational efficiency**
 - **Strengthen and improve system-wide operations with focus on financial sustainability**
 - **Collaborate across departments to plan innovatively, cost effectively, and within budget to meet student seat needs**

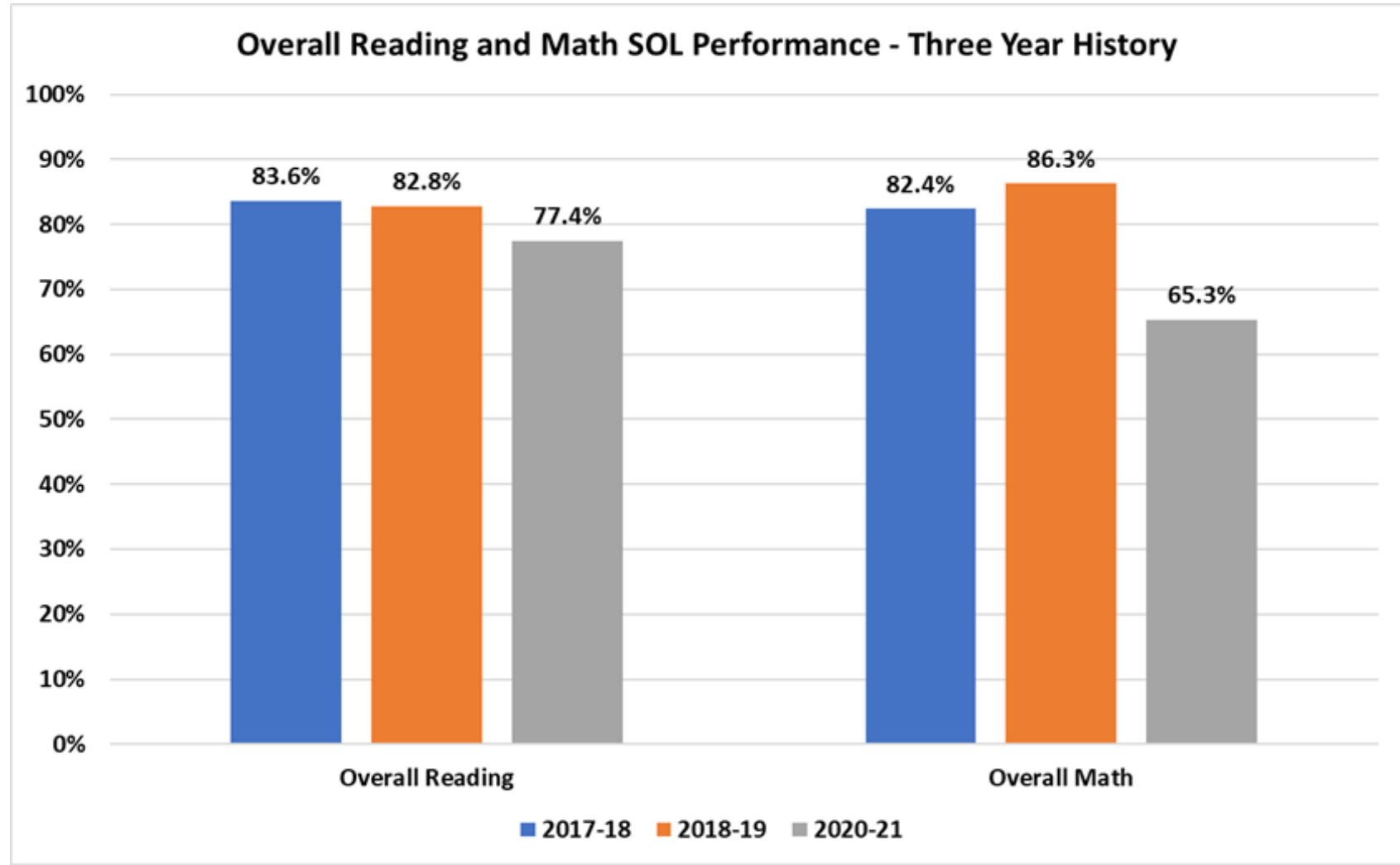


Student Success

- Statewide, participation in SOL testing during 2020-21 was down significantly in all subject areas compared with pre-pandemic participation in 2018-19. For example, only 75.5% of students in tested grades took reading tests in last year, and only 78.7% took math tests, compared with 99% in both subjects in 2018-19.
- Significantly fewer students retook SOL tests during last year as a result of the waiver of state accreditation for 2021-22, and the flexibility for students granted by the Board of Education in its emergency guidelines for the awarding of verified credits for graduation. Given the wide variability in participation and modalities, comparison of APS students' scores with neighboring divisions scores is discouraged.

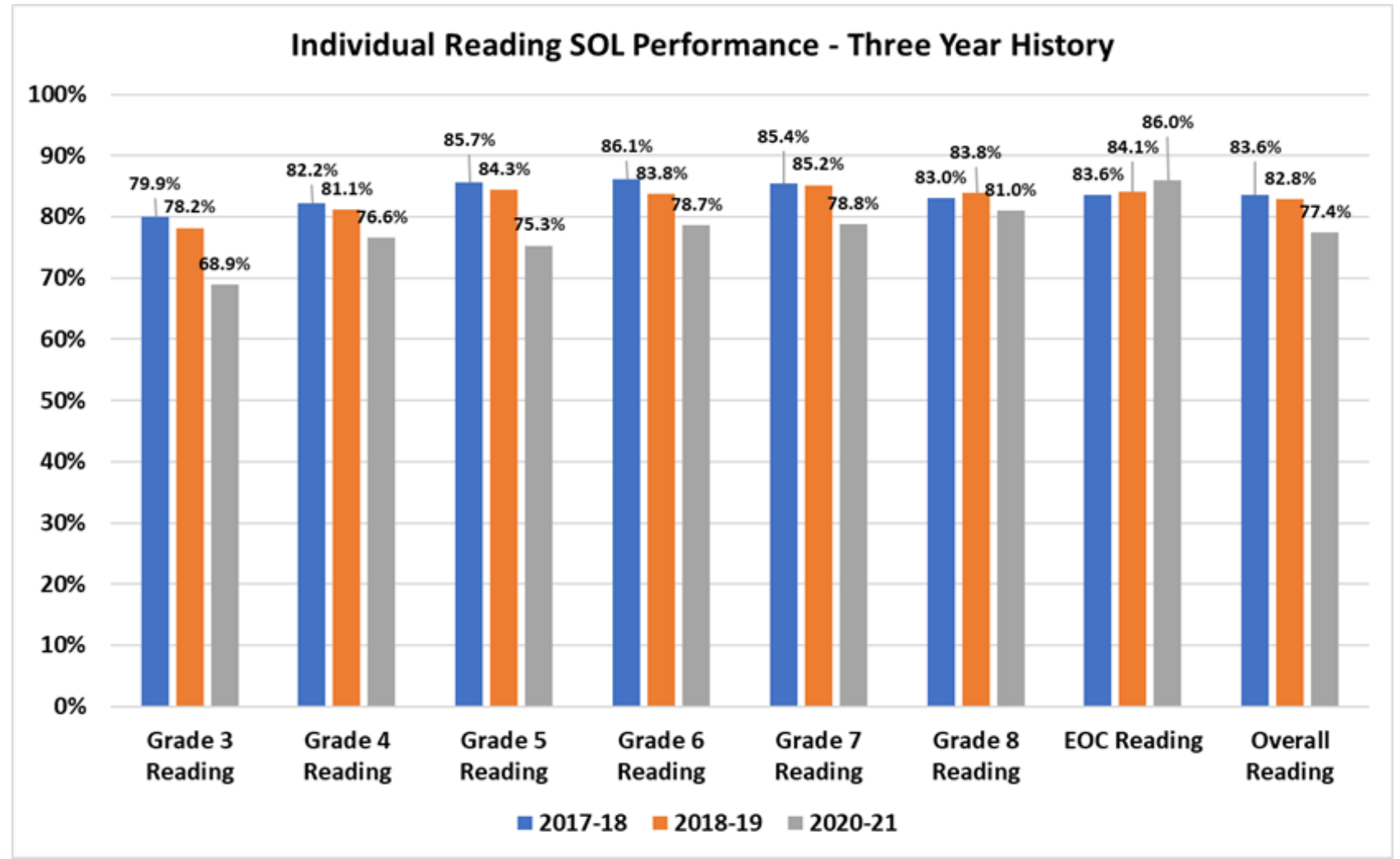
- The major takeaway is that districts should not use 2021 SOL results to compare to previous years.
- The goal is for our schools to provide each child a plan to help them grow and recover from any unfinished learning. SOL results are one of many data points that teachers and school leaders will use to support students' academic needs this year.

Overall Reading and Math SOL Performance



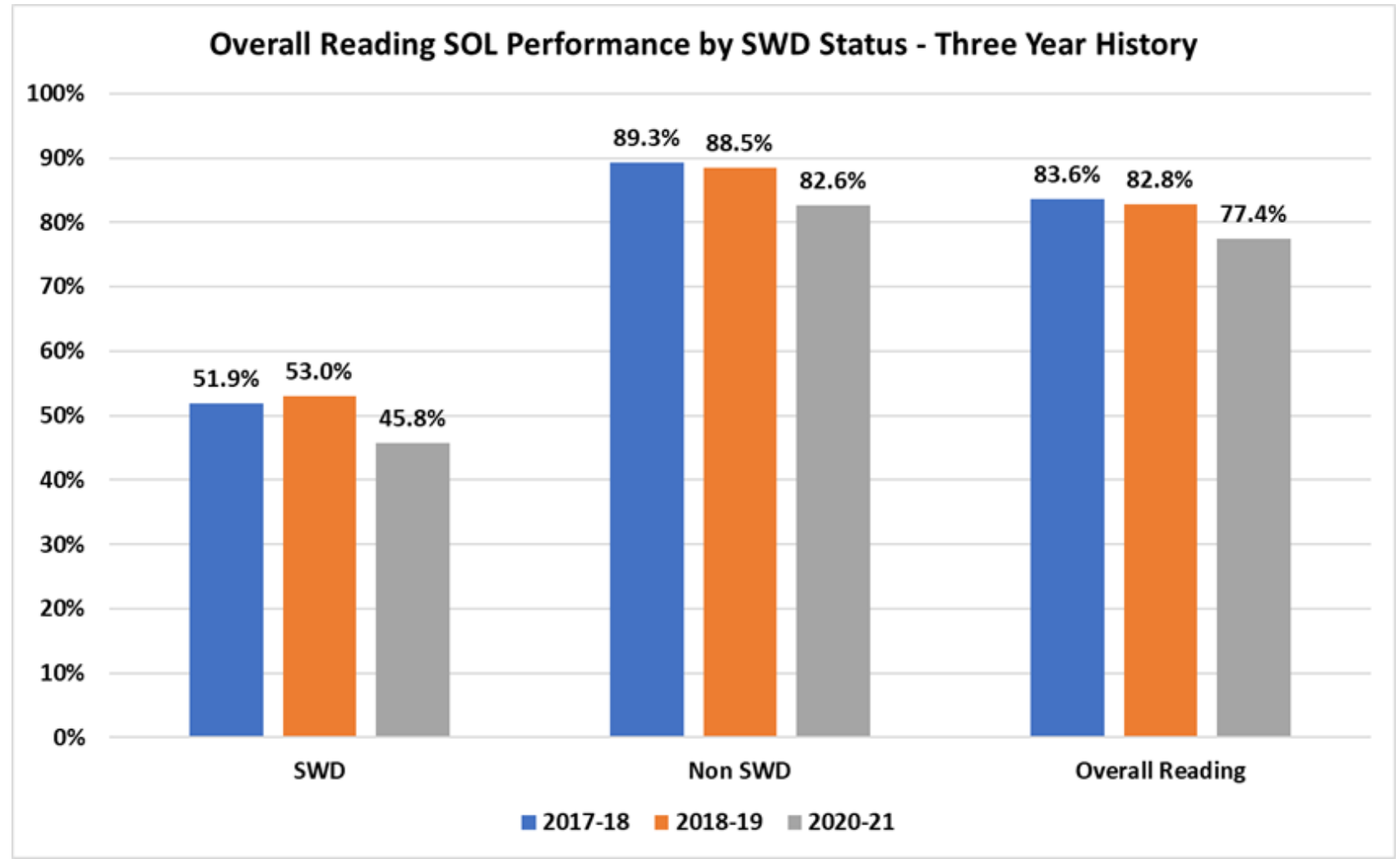


Student
Success



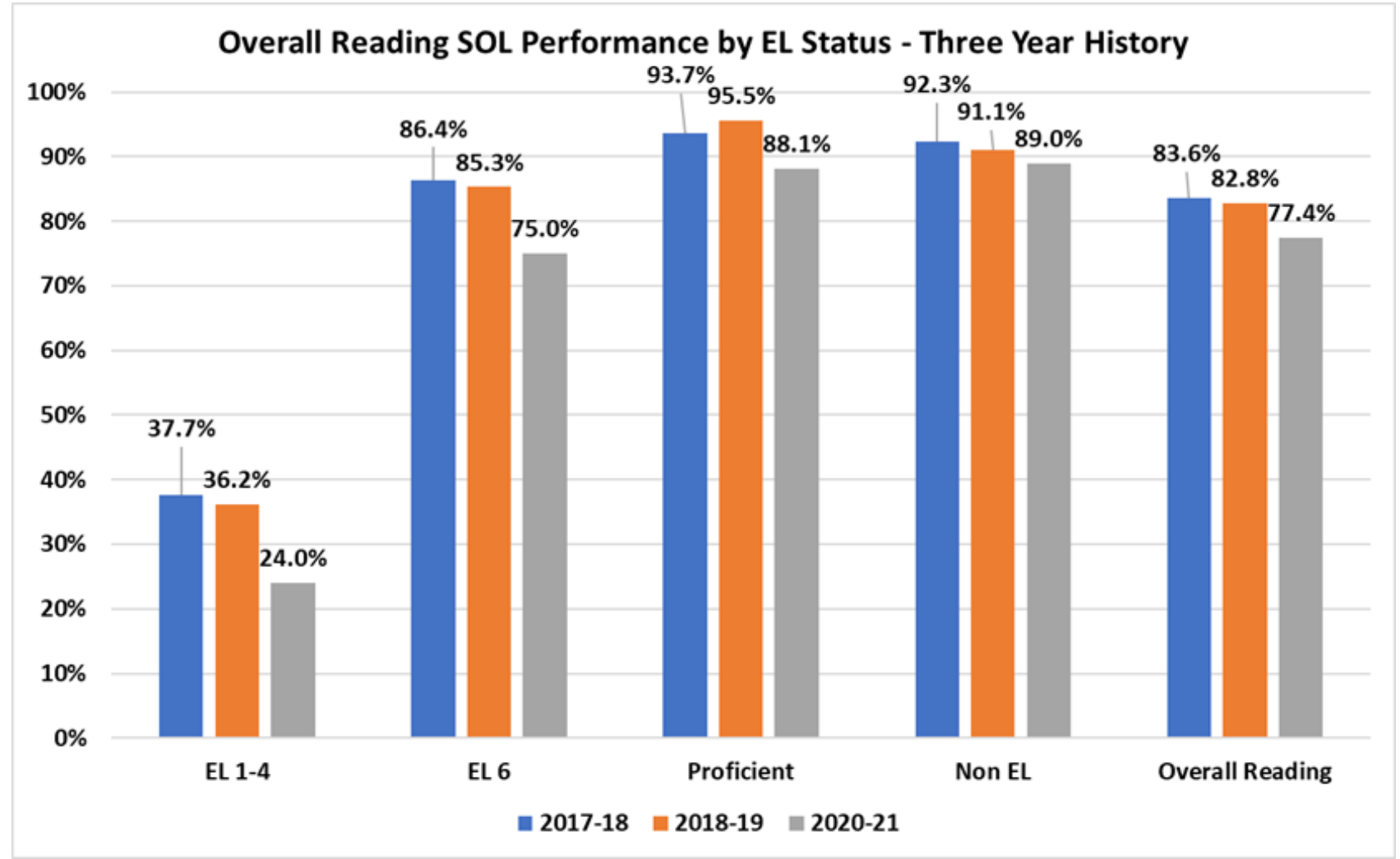


**Student
Success**



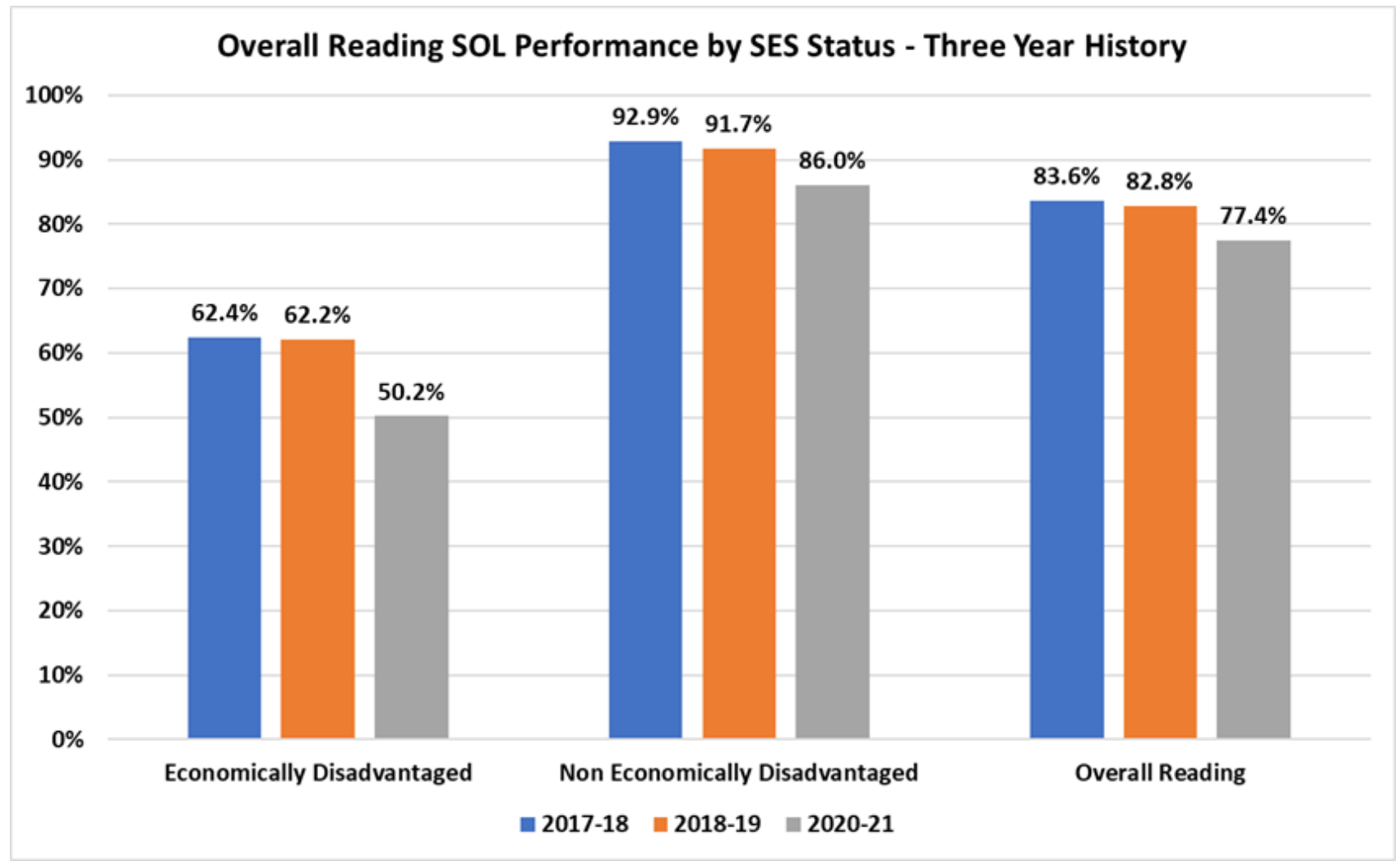


Student Success





**Student
Success**





Student Success

- **June 2021 – Pre-Service Week:**
 - Summer School: Focus on practices of structured literacy and identified Power Standards
 - Summer curriculum revisions and refining: Alignment to evidence-based practices
 - Resources available to students: Lexia Core5, Lexia PowerUp, and RAZ
 - Purchasing of phonics program (for grades K-3)
 - Professional learning:
 - Self-paced learning courses offered during summer (230 participants)
 - Onboarding for all K-3 teachers, specialists, and interventionists on phonics resource (114 participants in July; remainder on August 23rd and 26th)
 - Literacy Leader Academy: LETRS for Administrators (60 participants)
 - Over 30 hours of professional learning completed during Summer 2021
 - LETRS for Teachers:
 - LETRS for Teachers of ELs (25 teachers)
 - LETRS for Reading Specialists (35; one representative per elementary school)
- **September 2021:**
 - Implementation of revised ELA curriculum
 - Data dives with reading specialists, MSTRs, content leads, and department chairs
 - Continuation of secondary countywide cohorts with focus on formative assessments and using data to inform instruction
 - Implementation of phonics resource, grades K-3
 - Initiate progress monitoring cycle of student data within school CLTs
 - Professional learning:
 - Addition of APS LETRS cohort (for administrators, teachers, and specialists)
 - Selected literacy topics (science of reading, structured literacy, using data to inform instruction)
 - Focus on the area of writing and performance-based assessments for Grades 9-12

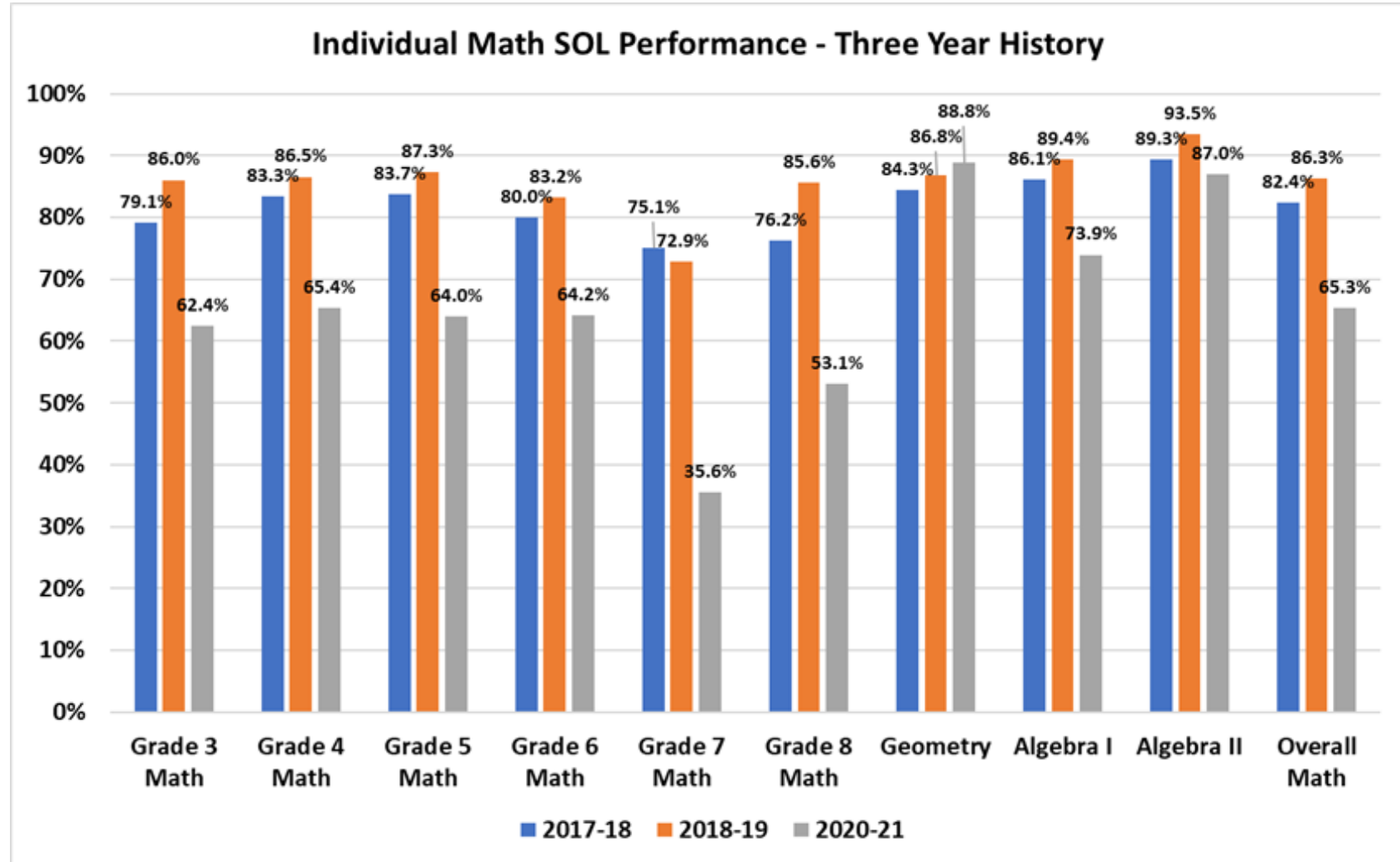


Student Success

- **October 2021 – June 2022**
 - Monitor implementation of phonics resource (grades K-3)
 - Monitor implementation of Lexia Core5 and Lexia PowerUp
 - Data dives and classroom walkthroughs with school teams (K-12)
 - Progress-monitoring cycles of student academic progress
 - PL Course Development: Vocabulary; using decodables, science of reading; assessing student writing
 - Onboarding new elementary administrators with LETRS for Administrators
 - Resource allocation process: Determine purchasing for core literacy program and interventions for SY22-23
- **Resources:**
 - Phonics resource (grades K-3)
 - Interactive read alouds (Grades K-2)
 - Decodables (grades K-3)
 - Vocabulary resources (grades 4-5)
 - Lexia Core5 (grades preK-5)
 - Lexia PowerUp (grades 6-8; available to high school students based upon need)
 - Step Up to Writing
 - NoRedInk
 - Newsela
 - Classroom and school libraries of choice and instructional texts

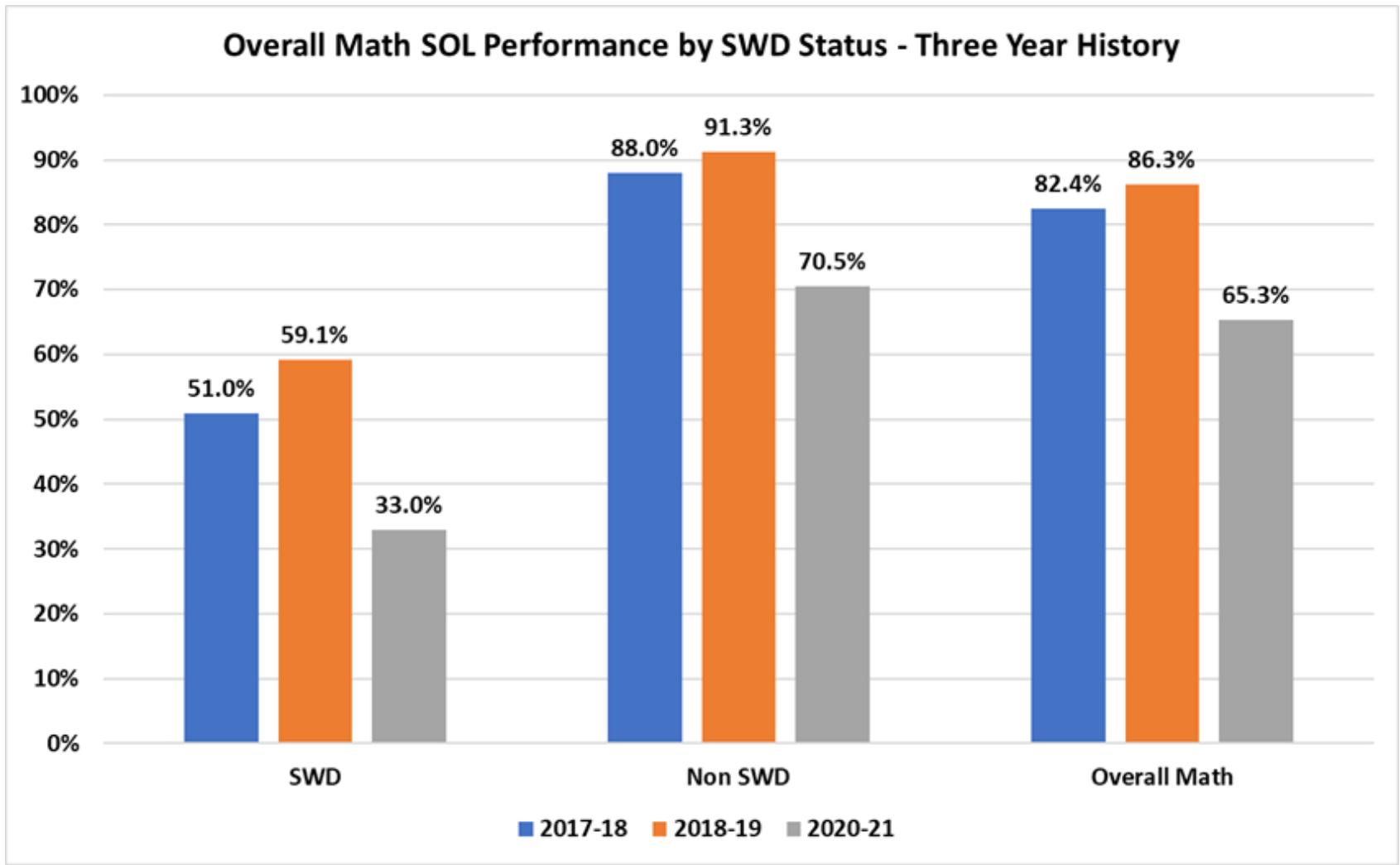


Student
Success



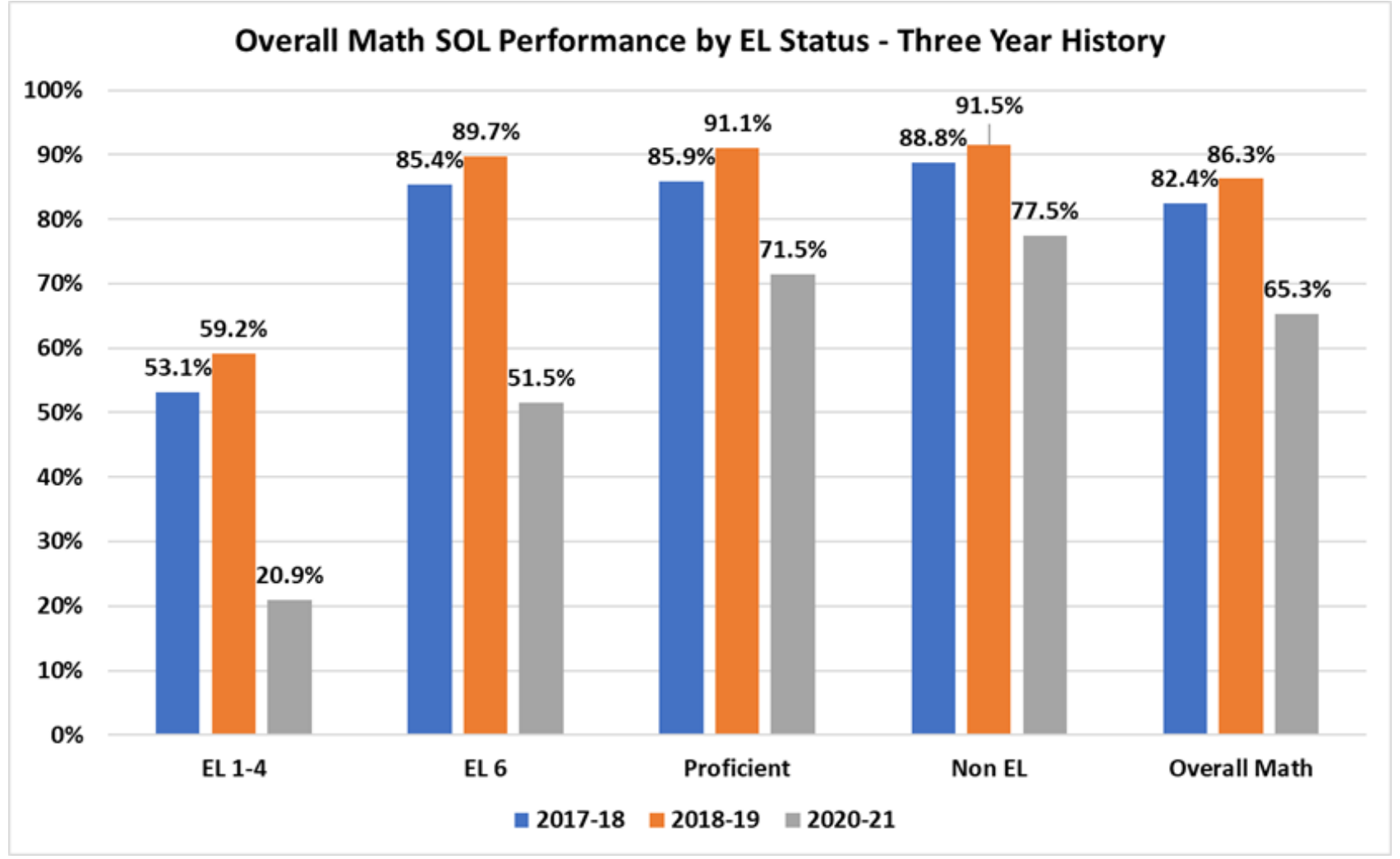


**Student
Success**



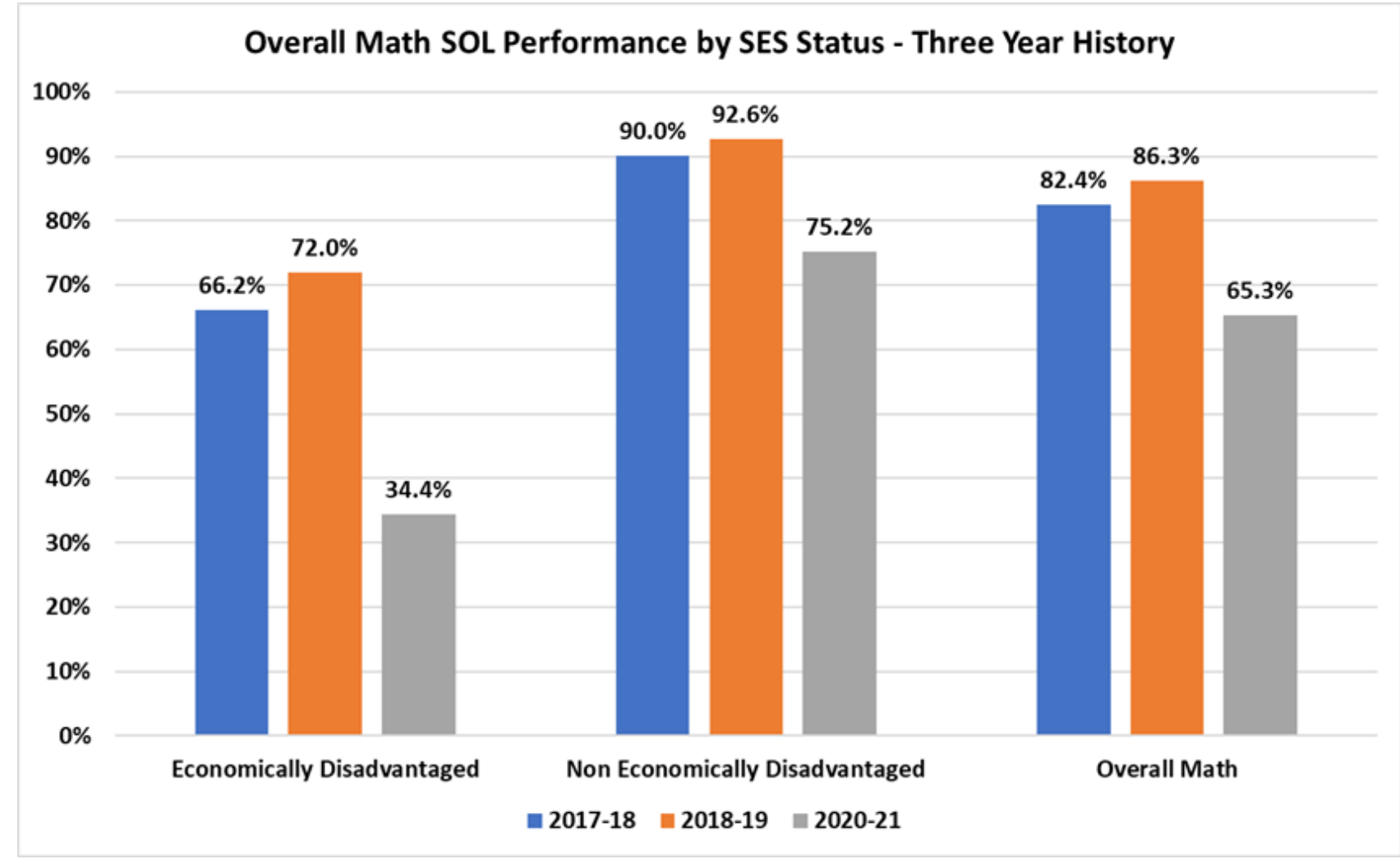


**Student
Success**





**Student
Success**





Student Success

- **June 2021 – Pre-Service Week**
 - Summer School: Focus on Number Sense & Identified Power Standards
 - Summer Curriculum Revisions and Refining
 - Purchasing of a Math Screener (MI) for grades 2-4
 - Creation of a Targeted Math 6 Strategies Course
 - Professional Learning: Math Workshop and Dreambox Trainings
 - Introduction of Countywide *Catalyzing Change* Book Study at the secondary level
- **September 2021**
 - Dreambox’s Predictive Insight feature training for Coaches
 - Data dives with Coaches, Chairs and Leads



Student Success

- Continuation of secondary countywide cohorts
- Continuation of Math Coach Collaborative Learning Teams (CLTs)
- Continuation of Curriculum Work
- **October 2021 – June 2022**
 - Dreambox’s Predictive Insight feature training for teachers
 - Book study for APS Administrators: *Catalyzing Change*
 - Math Workshop trainings offered in virtually and in-person
 - Continuation of Math Coach CLTs and Curriculum Work
 - Data dives and classroom walkthroughs with school teams (K-12)
 - PL Course Development: Multi-sensory Math & New Content Academy
- **Resources**
 - APS 3-Year Comparison Table
 - NCTM Article: *Continuing the Journey: Mathematics Learning 2020 and Beyond*



Student Success

- **June 2021 – Pre-Service Week:**
 - Lesson plans provided to summer school EL teachers focused on building vocabulary background knowledge and enhancing opportunities for speaking and writing.
 - Secondary ELs offered summer school at no cost for grade advancement or to meet graduation requirements.
 - Writing assessment administered to secondary ELs via Canvas to guide instruction and facilitate fall placement decisions.
 - EL Teacher LETRS Cohort began with 19 elementary EL teachers and 4 secondary EL teachers.
 - Teachers developed curriculum scope and sequences for all middle and high school English Language Development (ELD) English classes for ELD 1, 2, 3, and 4 courses.
 - Pre-service trainings offered addressing foundational literacy skills, sheltered instruction strategies for secondary content teachers, the English Learner Intervention Protocol (ELIP) and others.
- **September 2021:**
 - Assessment of ELs and TELs who did not participate in 20-21 ACCESS testing.
 - Implementation of Bridge to Practice component w/EL LETRS Cohort.



Student Success

- **October 2021 – June 2022**
 - Continue to provide office hours, quarterly EL Lead Teacher meetings, after school training, and training on early release days.
 - Continue to offer sheltered content instruction training to secondary core content teachers.
 - Ongoing implementation of LETRS with cohort participants serving as resources for developing foundational literacy skills for ELs.
 - Cengage/National Geographic professional learning for EL Teachers on effective use of online and print teacher resources, lessons, and supplemental materials for EL.
 - Ongoing training on technology tools, strategies, and resources to effectively support EL students in both in-person instruction and virtual learning.
- **Resources:**
 - Reading A-Z (RAZ) provided to all EL teachers and some additional ES staff.
 - Cengage/National Geographic Language and Literacy materials for grades 6-12.



Student Success

- **June 2021-Pre-Service Week:**
 - Lesson plans provided to summer school SPED teachers focusing on ESY and Recovery Service goals, math, reading and SEL skills.
 - Secondary SWD offered summer school at no cost for grade advancement or to meet graduation requirements.
 - Orton Gillingham training provided over the summer-both levels (Comprehensive and Intermediate).
 - Preservice training provided on IEP writing, goal development, progress monitoring, IEP progress reports, LRE, and Risk Ratios.
 - New revised LEA training provided to school administrators.
 - Communication plan created to provide routine information on ways to structure and incorporate inclusive practices for all schools, model sites, and families.



Student Success

- **October 2021 – June 2022**
 - Purchasing of additional math and SEL resources to support SWD and learning loss
 - Professional learning provided on new math and SEL resources
 - Ongoing review of any Recovery Services needed
 - Monthly SPED Institute for school administrators to support the implementation of SPED services at their school
 - Ongoing professional learning on IEP writing, progress monitoring, and inclusive practices
 - Assistive technology and communication devices provided for all students who require it
 - Additional staff provided to schools to support individual student needs
- **Resources:**
 - Super Flex, Social Thinking, Unstuck and On Target
 - Math materials



Student Well-Being

- The 2020 Virginia General Assembly passed [HB753](#) directing the VDOE to develop a uniform definition of social emotional learning and to create SEL standards for K-12 students.
- On July 1, 2021: SEL Guidance Standards became available to school divisions.





**Student
Well-Being**

Grade Bands



SeA



SeM



SoA



ReS



DeM

K, 1-2, 3-4, 5-6, 7-8, 9-10, 11-12

VIRGINIA DEPARTMENT OF EDUCATION

Overarching Concepts

APS is aligned with VDOE SEL Guidance Standards for each grade level in the 5 SEL competencies:

- **SELF-AWARENESS (SeA)**
- **SELF-MANAGEMENT (SeM)**
- **SOCIAL AWARENESS (SoA)**
- **RELATIONSHIP SKILLS (ReS)**
- **DECISION-MAKING (DeM)**



Student Well-Being



Building Positive Relationship Skills

First Month of School	SEL Overarching Concept	Activity	Focus
8/30	ReS1: Apply Positive verbal and nonverbal communication and listening skills to interact with others, form and maintain positive relationships, and resolve conflict constructively.	Who are you?	<ul style="list-style-type: none"> -Students will introduce themselves to others and build relationships with classmates. -Students will explore and share ideas that represent them as individuals. -Students will break down personal space boundaries and develop teamwork skills.
8/31	ReS2: Demonstrate the ability to effectively collaborate and navigate relationships while valuing different and diverse perspectives, abilities, backgrounds, and cultures.	Collaborating and Working in Teams	<ul style="list-style-type: none"> -Students will identify the benefits and challenges of working in teams. -Students will identify the traits, people, and future aspirations that they value and those that are valued by others. -Students will synthesize guidelines for the class's work and interactions.



Tier 1	Tier 2/3
<p>Comprehensive School Counseling (academic, vocational, & personal)</p>	<p>Small group skills building School staff/family consultation</p>
<p>Explicit SEL Instruction aligned with CASEL’s five SEL competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Decision during “TA” or “morning meetings”</p>	<p>Individual/group counseling Suicide Risk/Threat Assessment Crisis Intervention/Response Psychological Assessment/IEP Planning Functional Behavioral Assessment Intervention Plan</p>
<p>CANVAS SEL Course for staff</p> <ul style="list-style-type: none"> • SEL Curriculum (K-12) • Monthly SEL Calendar/Activities • SEL toolbox for teachers • SEL Resources (articles, webinars, videos, etc.) 	<p>Coordination with Community Providers Transition Planning</p>



Student Well-Being



Additional Resources

VDOE SEL Webpage Update

- Virginia's SEL Vision
- Introduction to SEL Resources
- SEL Planning Resources

Building Foundational Support for Systemic Social Emotional Learning in Virginia

- SEL's Role in Advancing Equity through Culturally Responsive and Inclusive Practices (recorded videos)
- Shared Responsibility, an Overview of Specific Roles in SEL Implementation (recorded videos)

Professional Learning for all School Staff

- Fundamentals of SEL modules series
- Beyond SEL Fundamentals webinar series



Student Well-Being

- **June 2021 – Pre-Service Week**
 - Responsive Classroom Training (Elementary Core Course)
 - Launch pilot middle school Responsive Classroom Training (Dorothy Hamm Middle School)
 - Embed social-emotional learning into the elementary summer school curriculum
 - Purchasing of SEL screener
 - Alignment of newly developed VDOE social-emotional learning standards to current resources
- **September 2021**
 - Data dives with school mental health teams
 - Implementation of newly developed VDOE social-emotional learning standards
 - Implement SEL screener
 - Initiate SEL within Morning Meeting/Closing Circle (K-5) or Advisory Periods (6-12)
 - School counselors begin classroom lessons



Student Well-Being

- **October 2021 – June 2022**
 - Monitor implementation of SEL screener
 - Continuation of data dives with school mental health teams
 - Targeted professional learning for staff on child development and the five CASEL competencies (self-awareness, self-management, social awareness, relationship skills, and decision making)
 - Monitor SEL interventions and progress monitoring
 - Updates provided by VDOE regarding newly developed SEL standards
 - Continuation of classroom lessons provided by school counselors
 - Continuation of SEL instruction provided in Morning Meeting/Closing Circle (K-5) and Advisory Periods (6-12)
- **Resources and Supports**
 - Unstuck and On Target, Superflex, Zones of Regulation
 - SEL Screener
 - VDOE SEL standards

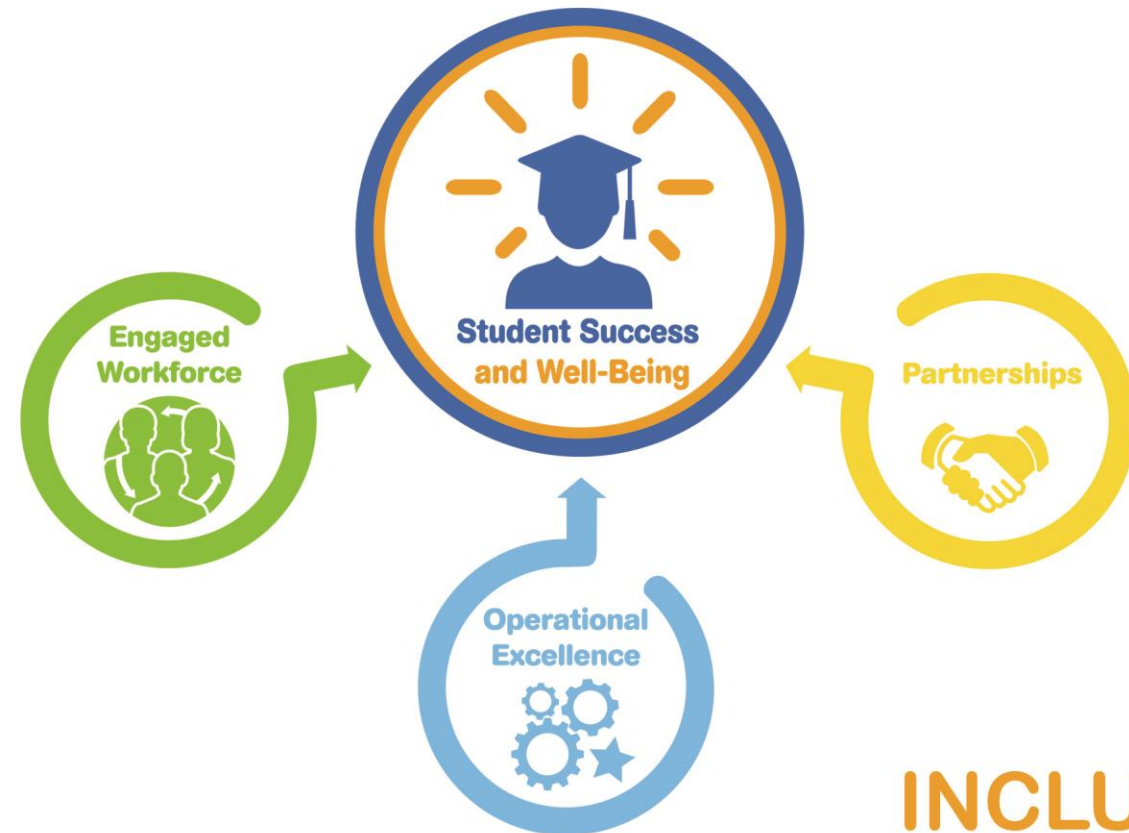
Bright Spots for 2020-21

- 520 CTE Completers for 20-21 (up from 416 CTE Completers for the 19-20 school year)
- Performance Based Assessments (PBA's) in World Geography, VA Studies, 7th grade Civics and Economics and English 8 2021
 - 24 episodes “At Home: APS Summer School” for K-5
 - 20+ Social Emotional Learning video lessons
 - 35+ new Parent Academy videos
 - 3,000+ free school supplies kits
 - 20,000+ Art, Music, PE, Math and Science Kits for K-8
 - Distance Learning and Concurrent Instruction guidance provided to teachers and parents
- Virtual Learning Program (VLP)
- "Cultivating Genius" culturally relevant curriculum reframing

APS Strategic Plan 2018-2024

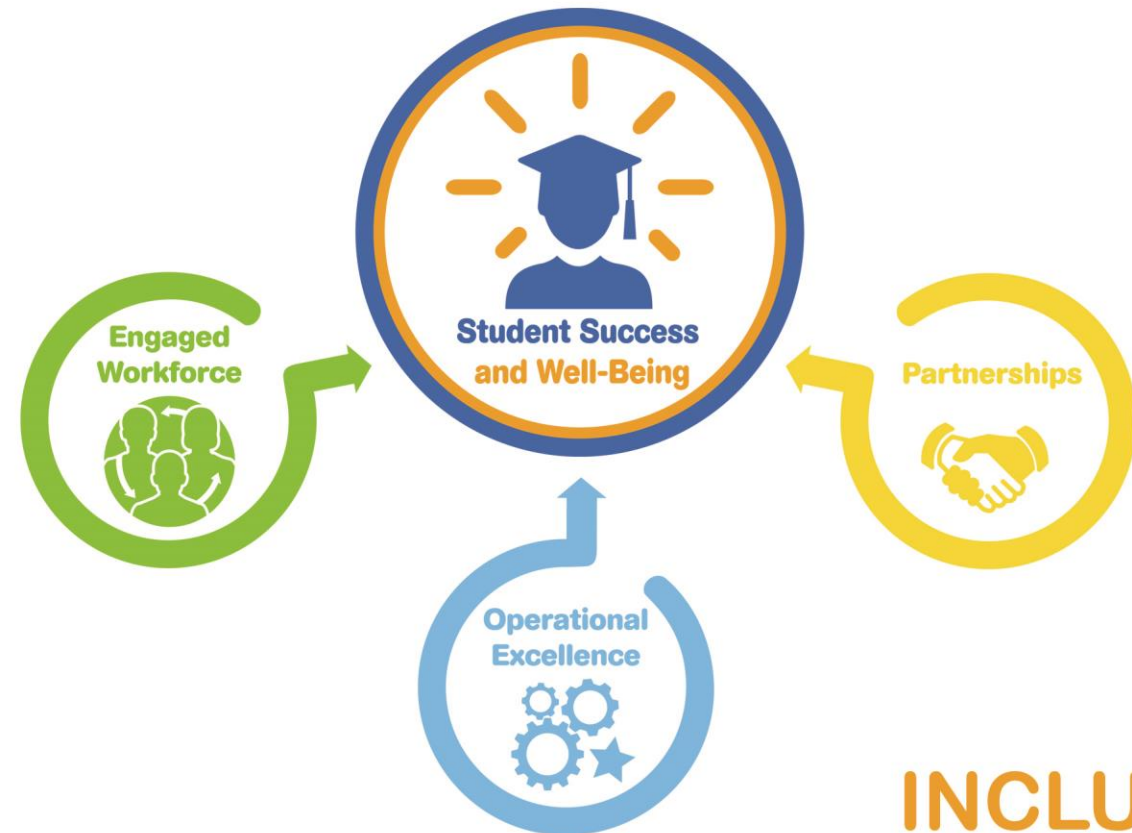
2021 Academic Update

August 26, 2021



INCLUSION * EXCELLENCE * INNOVATION

APS Strategic Plan
2018-2024



2021 Academic Update

Student Performance Data Appendix

INCLUSION * EXCELLENCE * INNOVATION



Student Success

This appendix includes additional longitudinal student performance data disaggregated by student demographics on the following assessments:

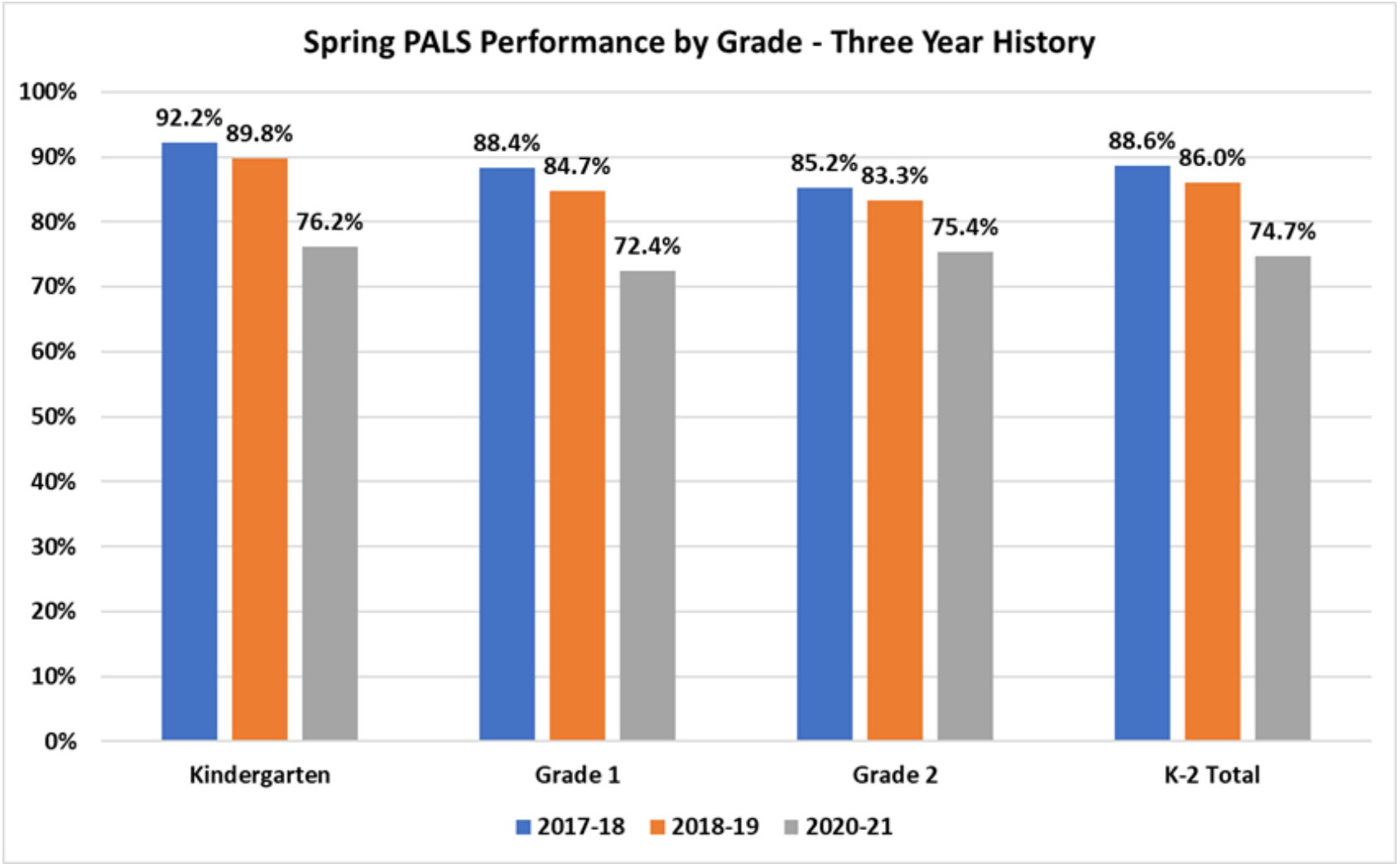
- PALS (K-2)
- DIBELS (3-8)
- Reading Inventory (6-8)
- Math Inventory (6-8)
- Standards of Learning (4-12):
 - Science
 - Social Studies



Student Success

APS is addressing this trend through implementation of DIBELS as a more sensitive screener for Grades K-5.

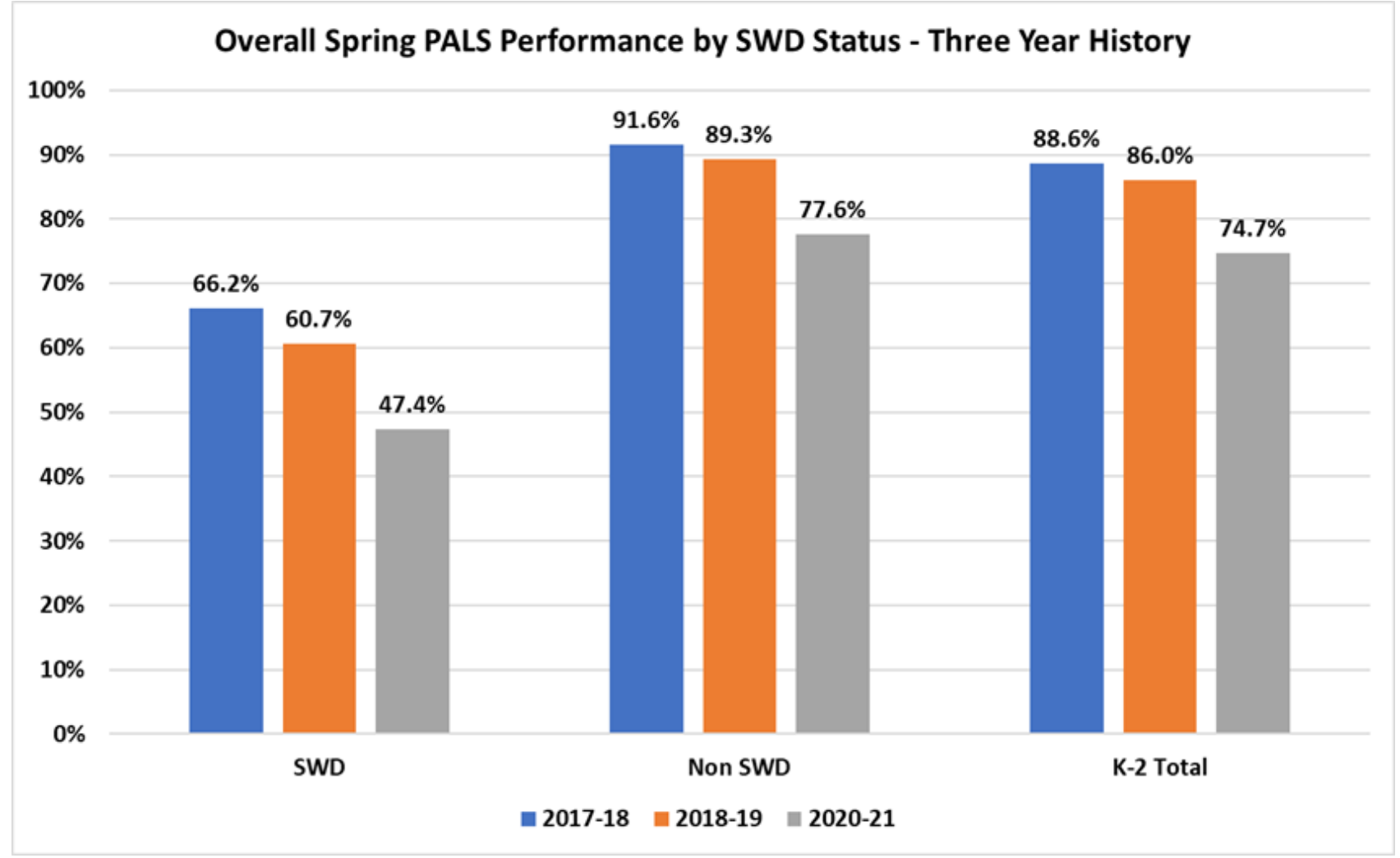
Strengthening core ELA instruction is a priority.





Student Success

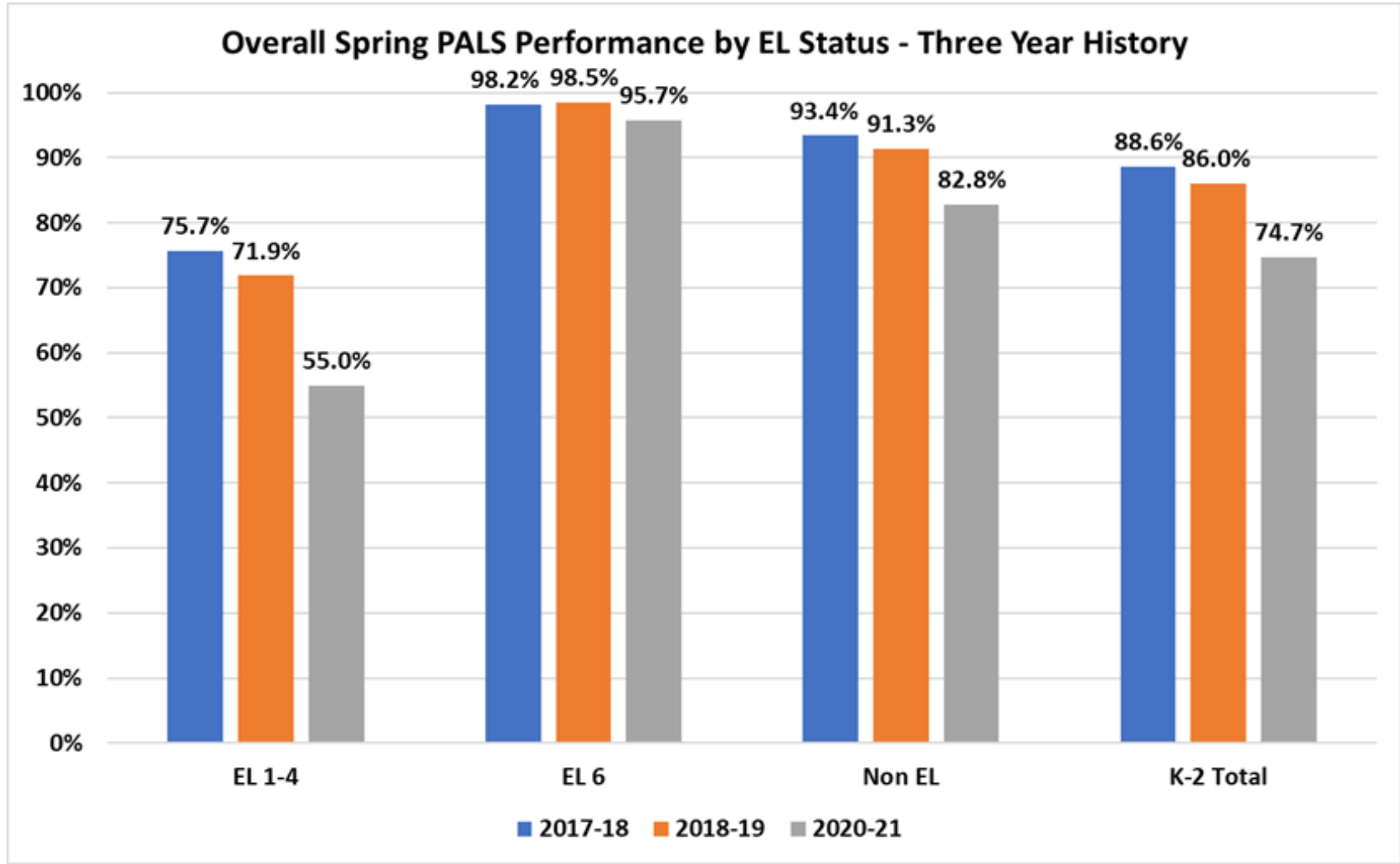
APS is addressing this trend through implementation of evidence-based instructional practices, such as structured literacy.





Student Success

APS is addressing this through continuous attention to oral language development, literacy skills, rigorous content and a focus on language.

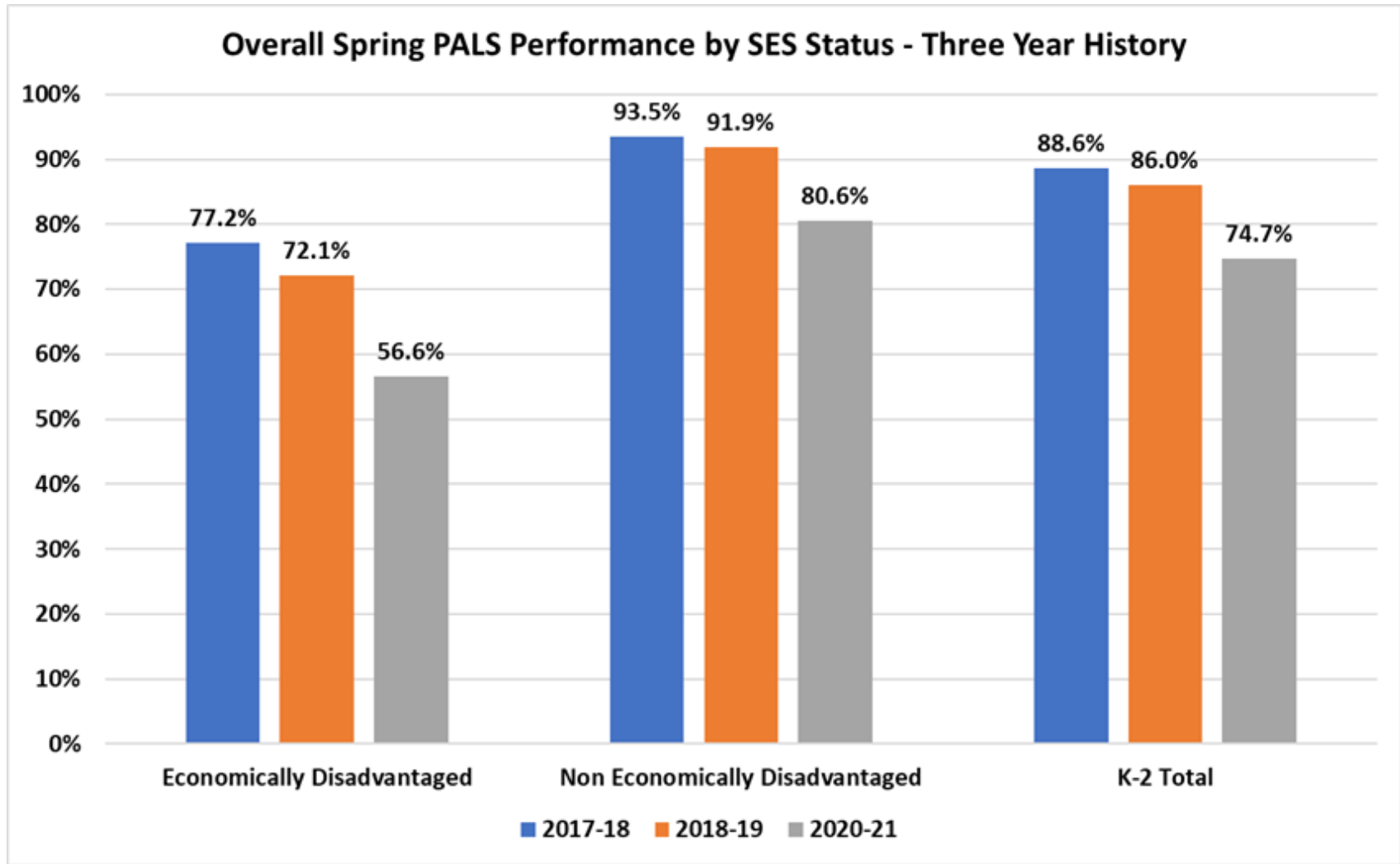




Student Success

APS is addressing this trend through implementation of DIBELS as a more sensitive screener for Grades K-5.

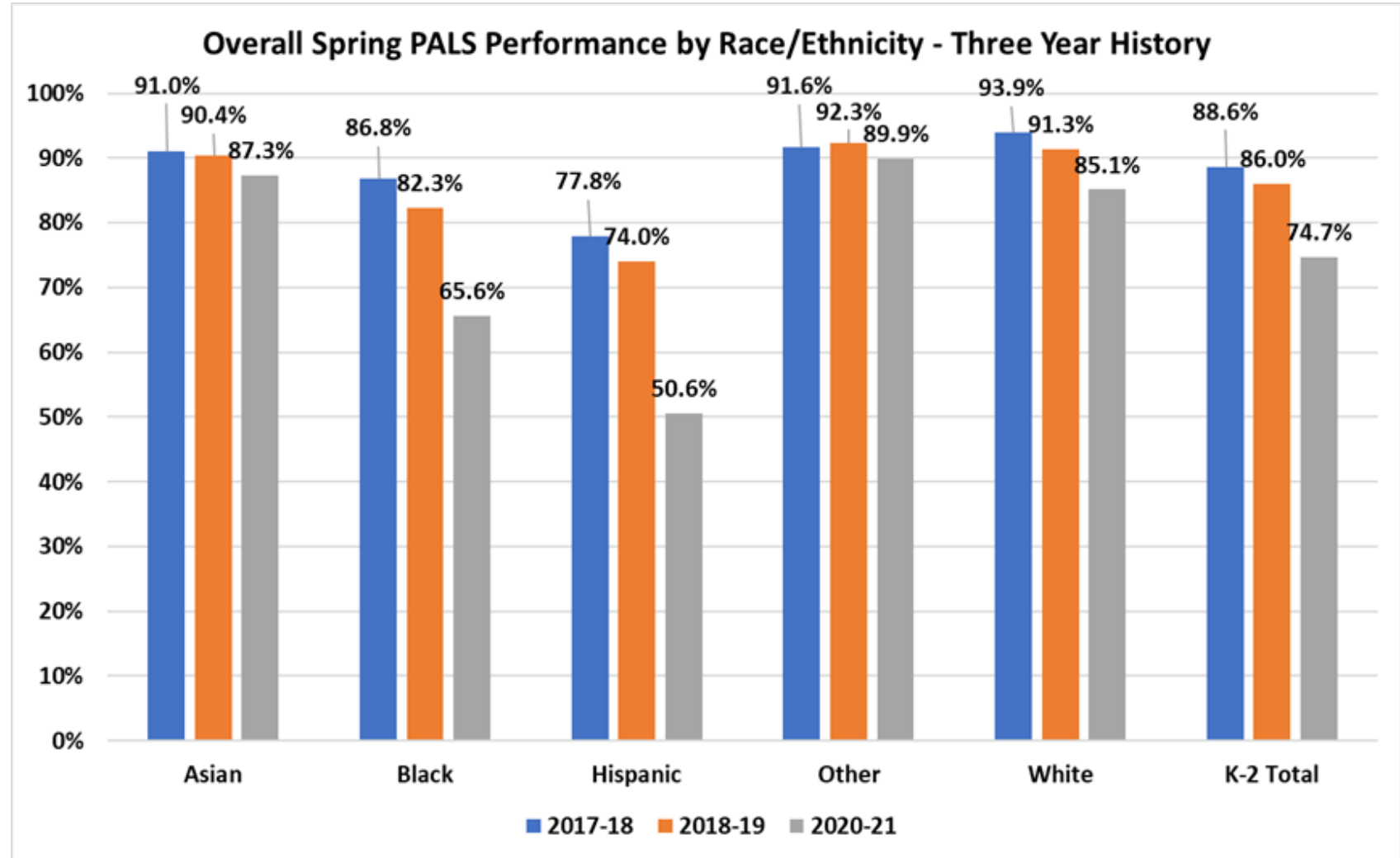
Strengthening core ELA instruction is a priority.





Student Success

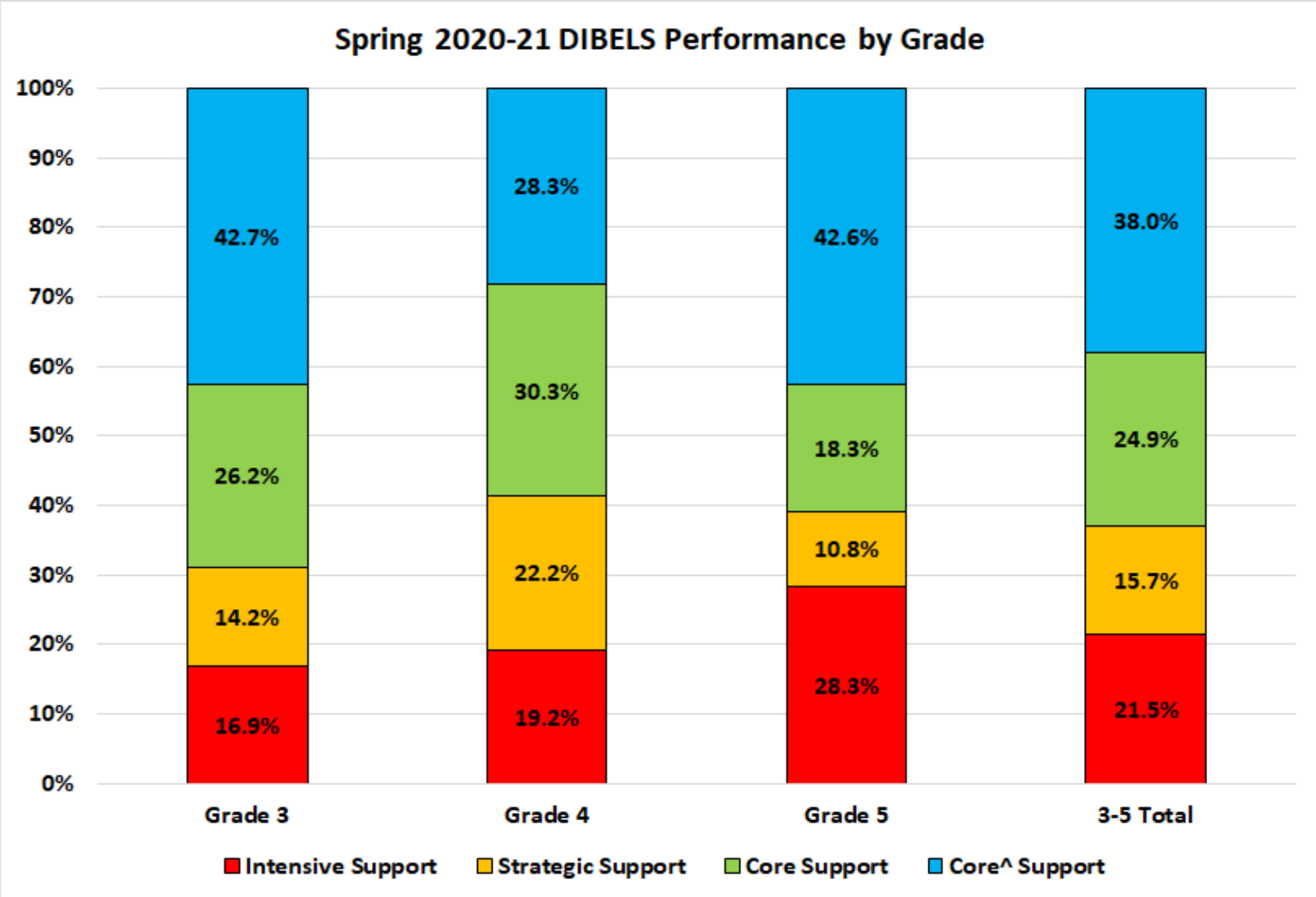
Strengthening core ELA instruction is a priority, as well as collaboration across departments in APS.





Student Success

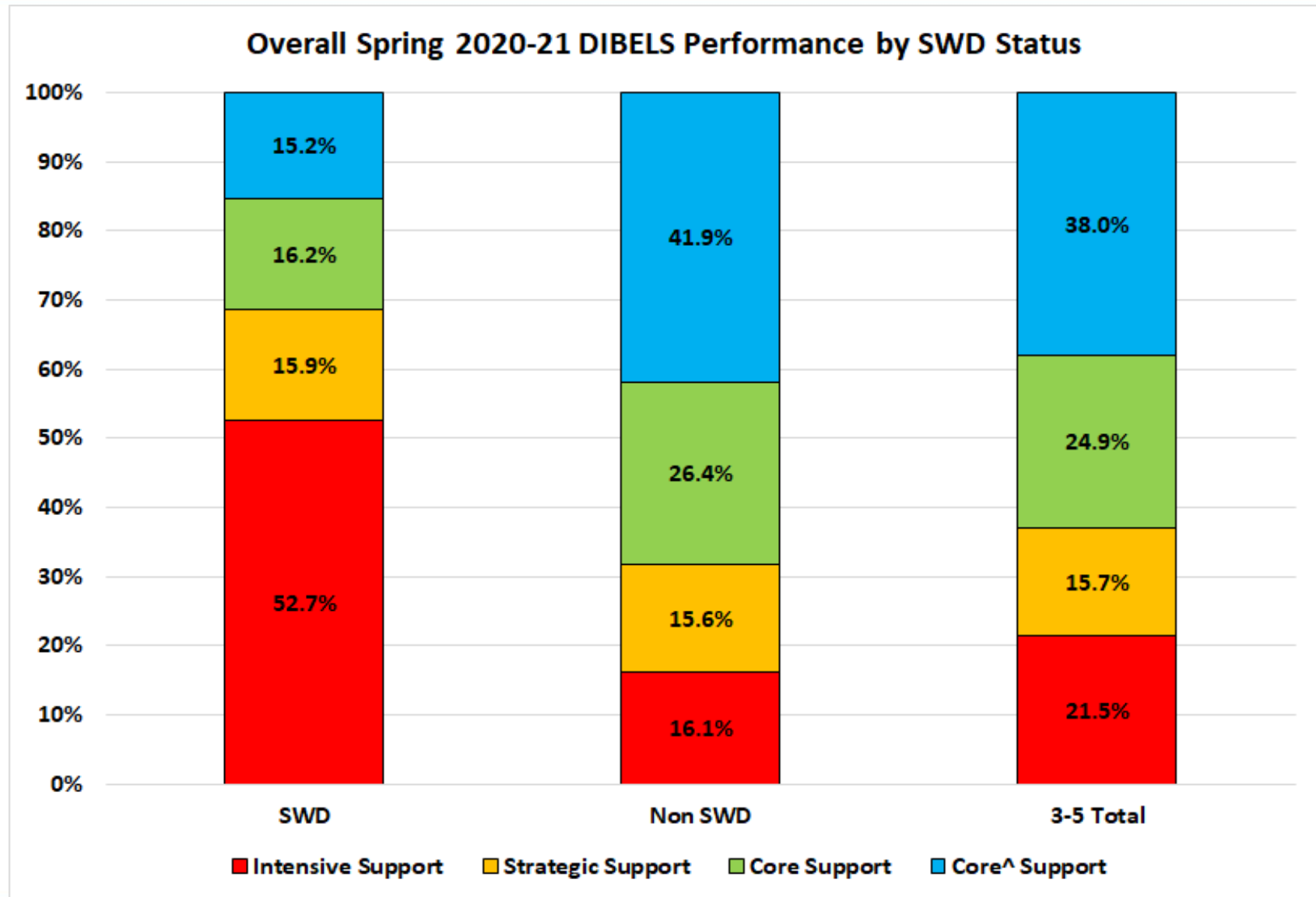
APS will continue to prioritize use of this data in determining the root causes of reading difficulties for students and addressing these through strengthened core instruction and evidence-based interventions, with progress monitoring.





Student Success

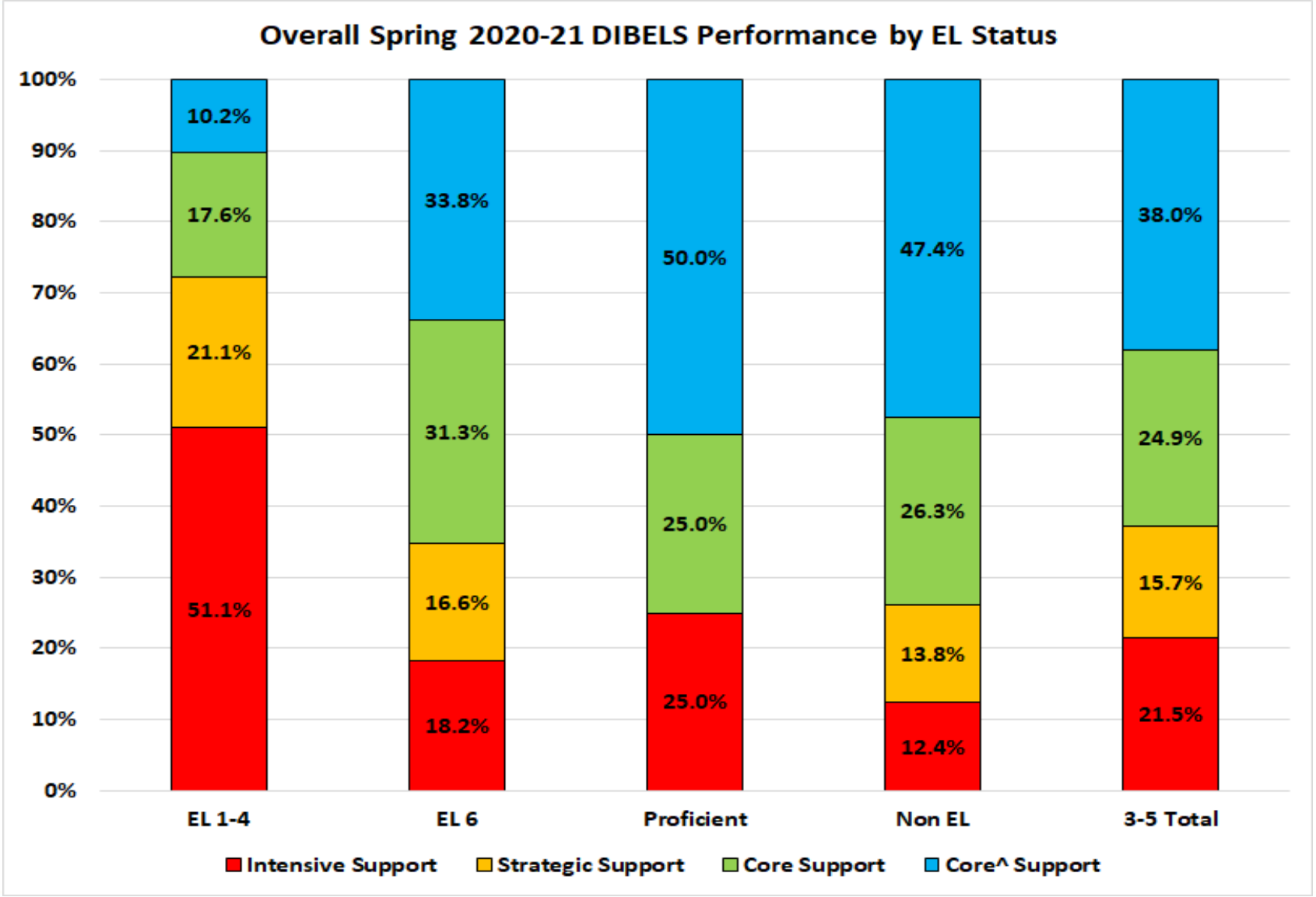
APS will continue to prioritize use of this data in determining the root causes of reading difficulties for students and addressing these through strengthened core instruction and evidence-based interventions, with progress monitoring.





Student Success

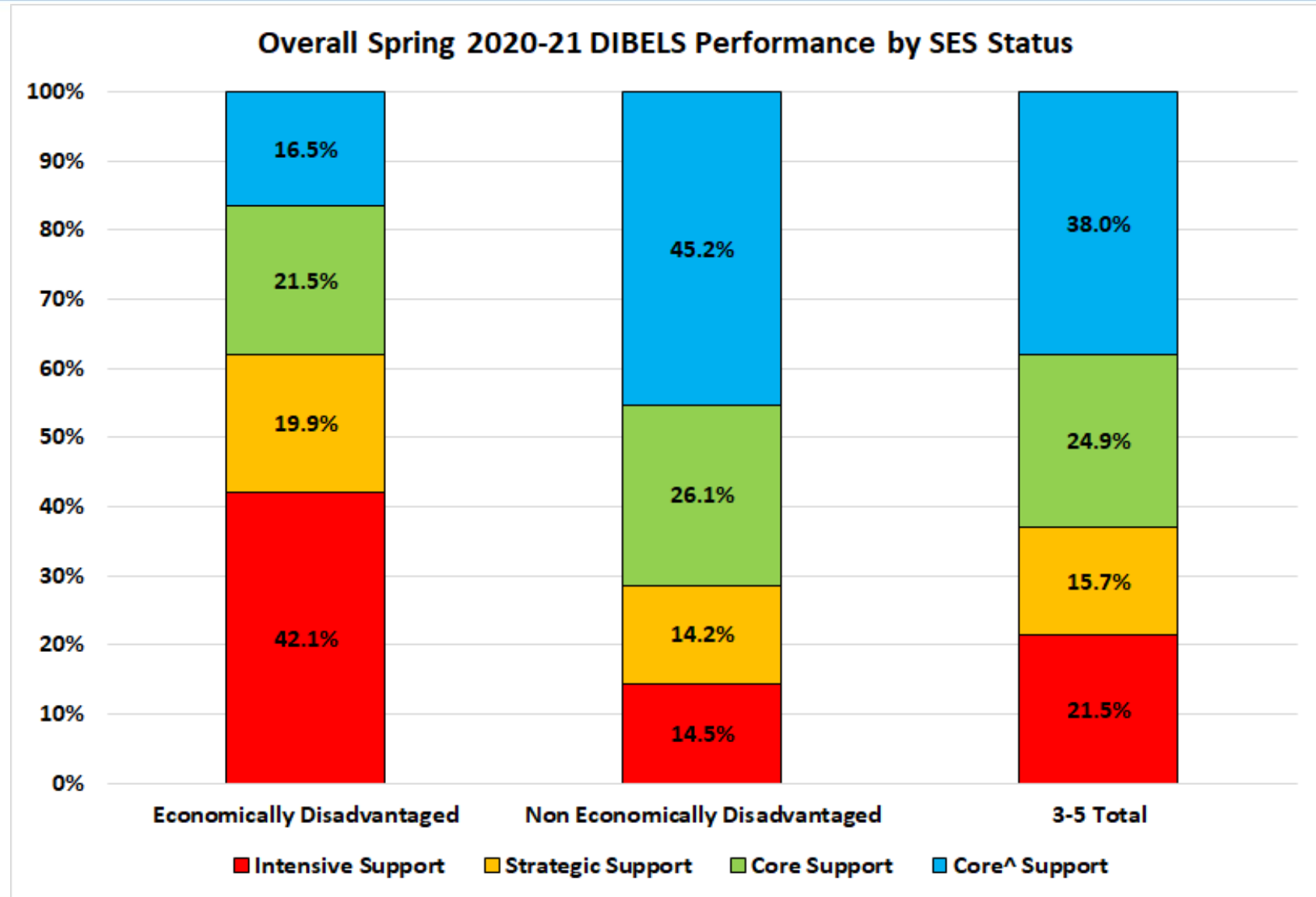
APS will continue to prioritize use of this data in determining the root causes of reading difficulties for students and addressing these through strengthened core instruction and evidence-based interventions, with progress monitoring.





Student Success

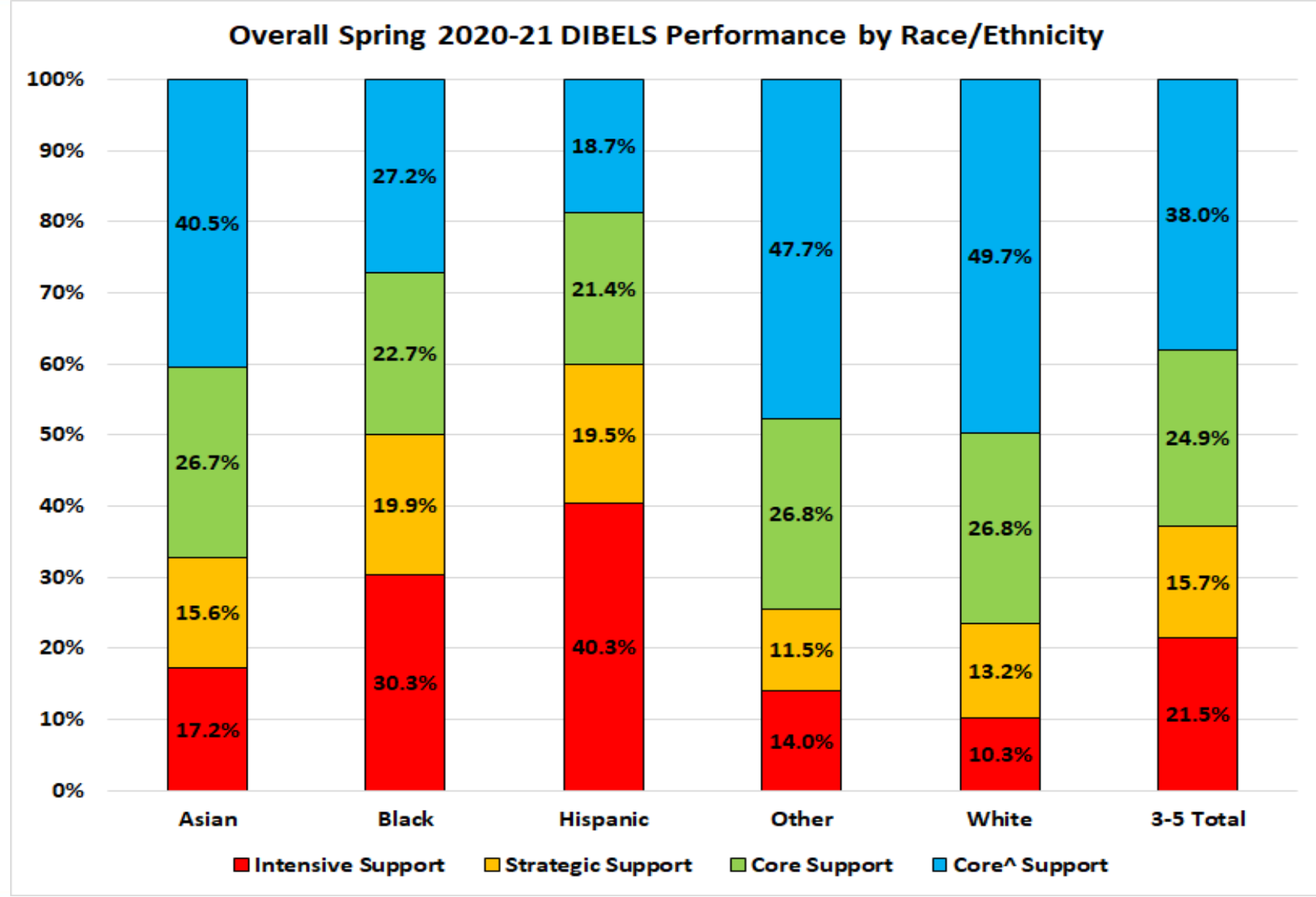
APS will continue to prioritize use of this data in determining the root causes of reading difficulties for students and addressing these through strengthened core instruction and evidence-based interventions, with progress monitoring.





Student Success

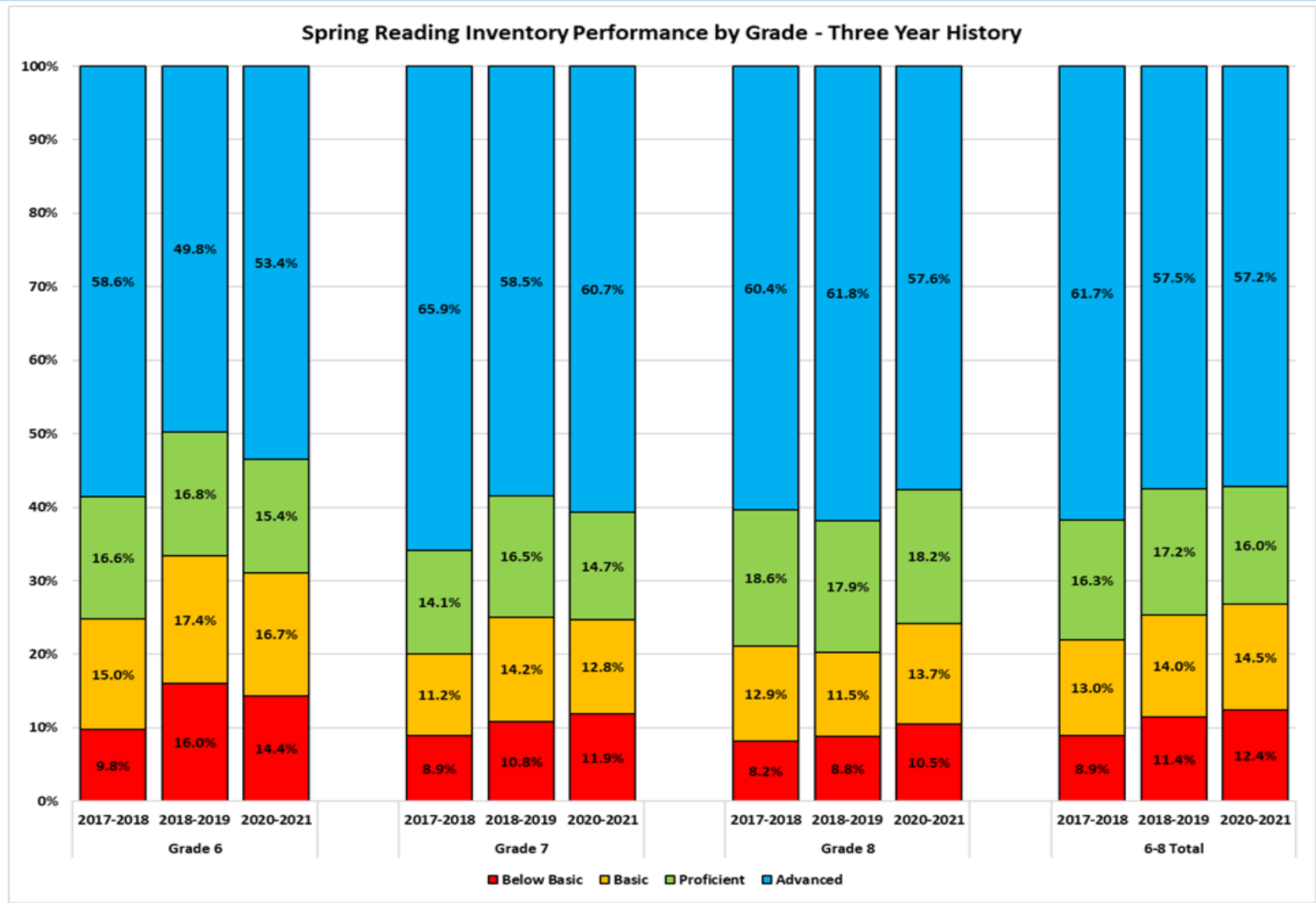
APS will continue to prioritize use of this data in determining the root causes of reading difficulties for students and addressing these through strengthened core instruction and evidence-based interventions, with progress monitoring.





Student Success

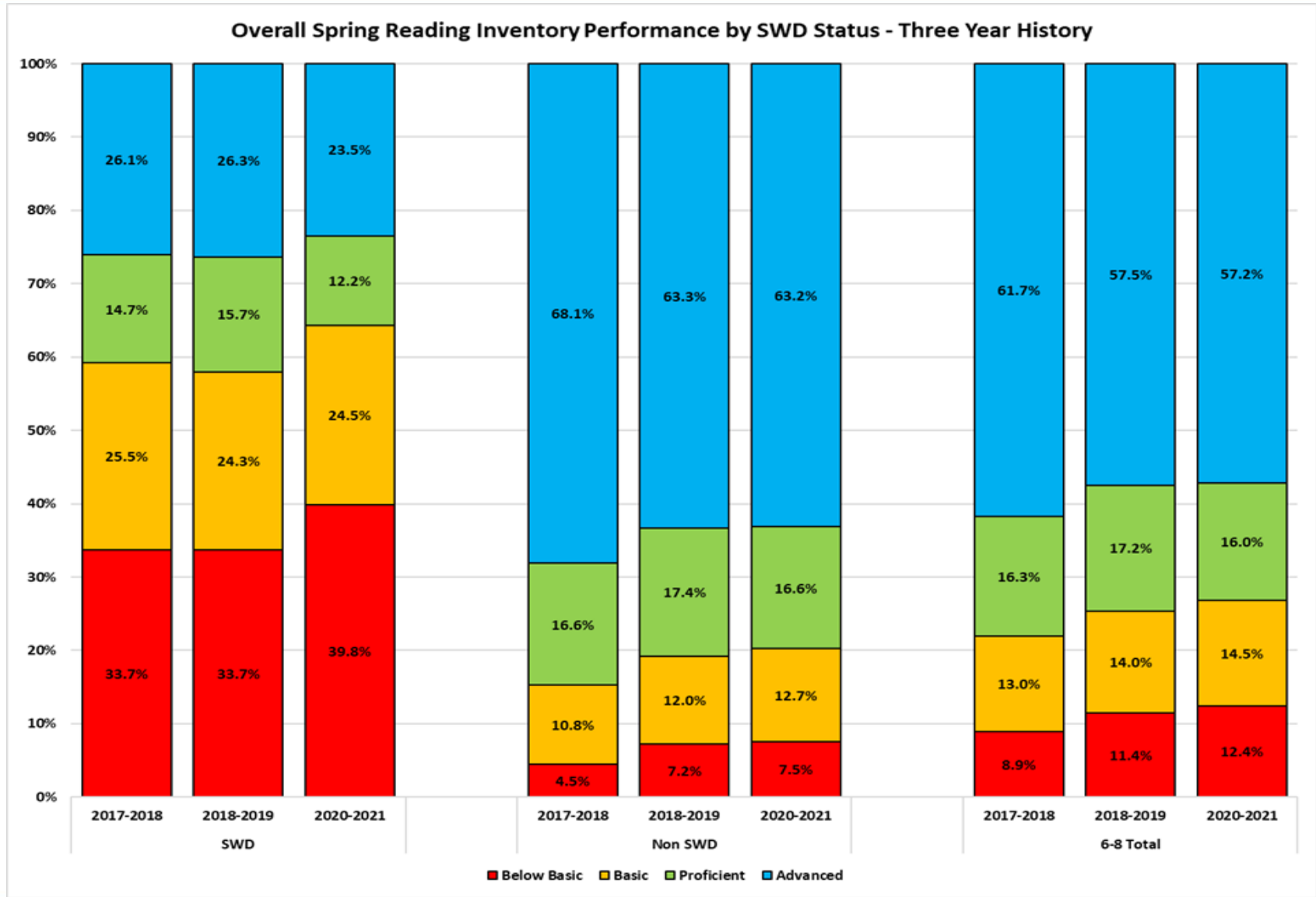
These trends for RI have been consistent over time. APS is moving towards more effective data-gathering regarding student reading performance. (To include sensitive literacy screeners and formative assessments.)





Student Success

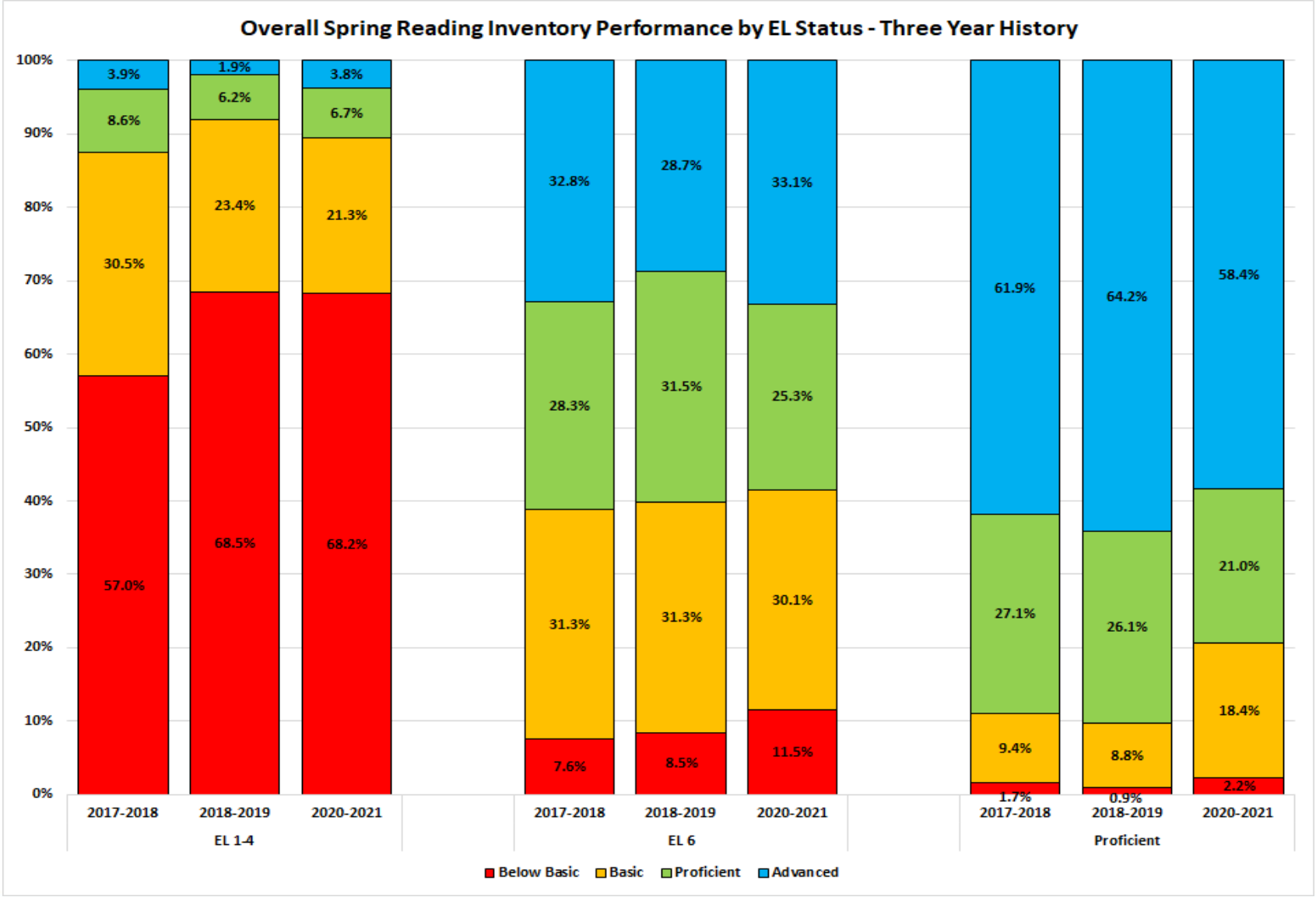
These trends for RI have been consistent over time. APS is moving towards more effective data-gathering regarding student reading performance. (To include sensitive literacy screeners and formative assessments.)





Student Success

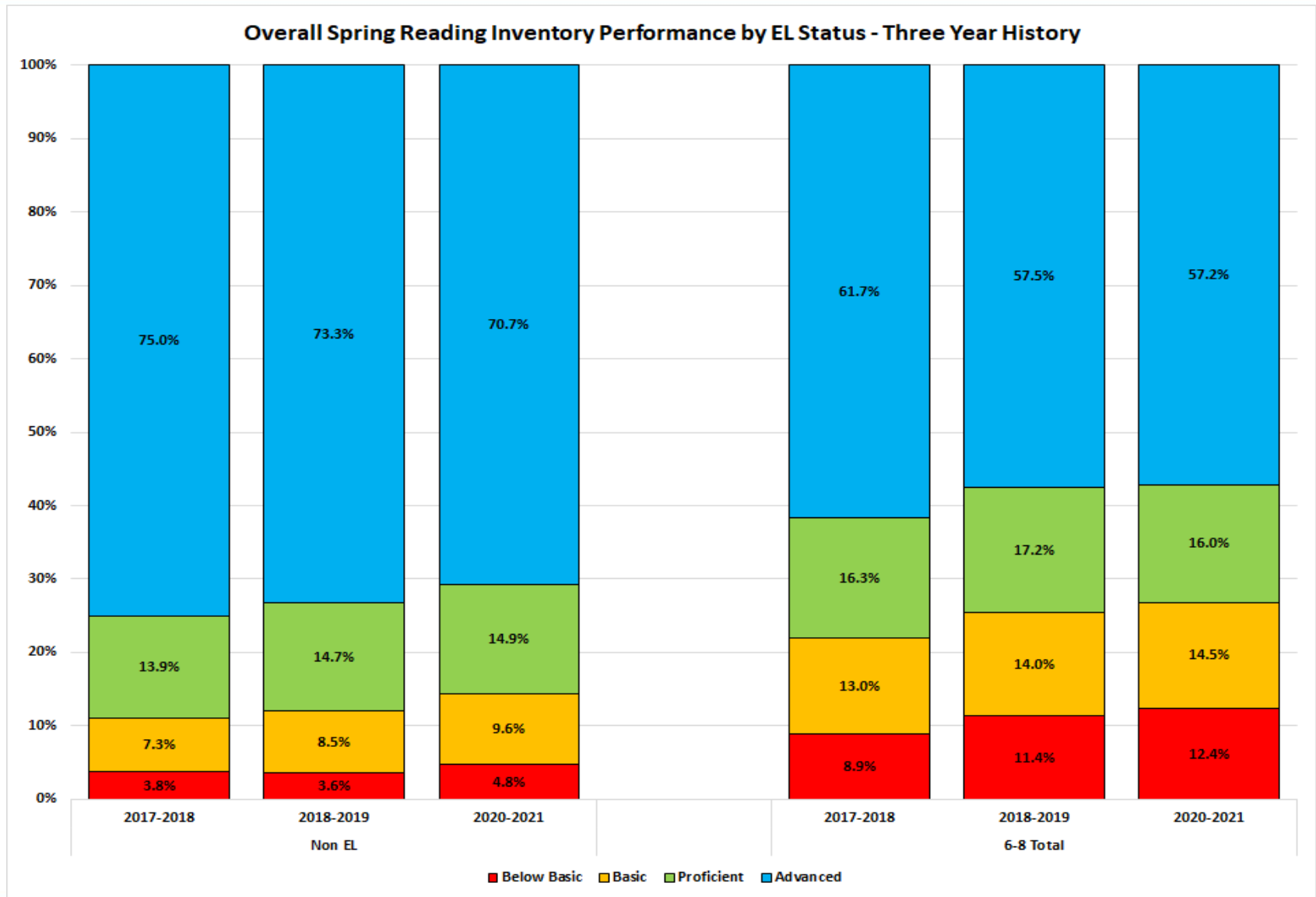
These trends for RI have been consistent over time. APS is moving towards more effective data-gathering regarding student reading performance. (To include sensitive literacy screeners and formative assessments.)





Student Success

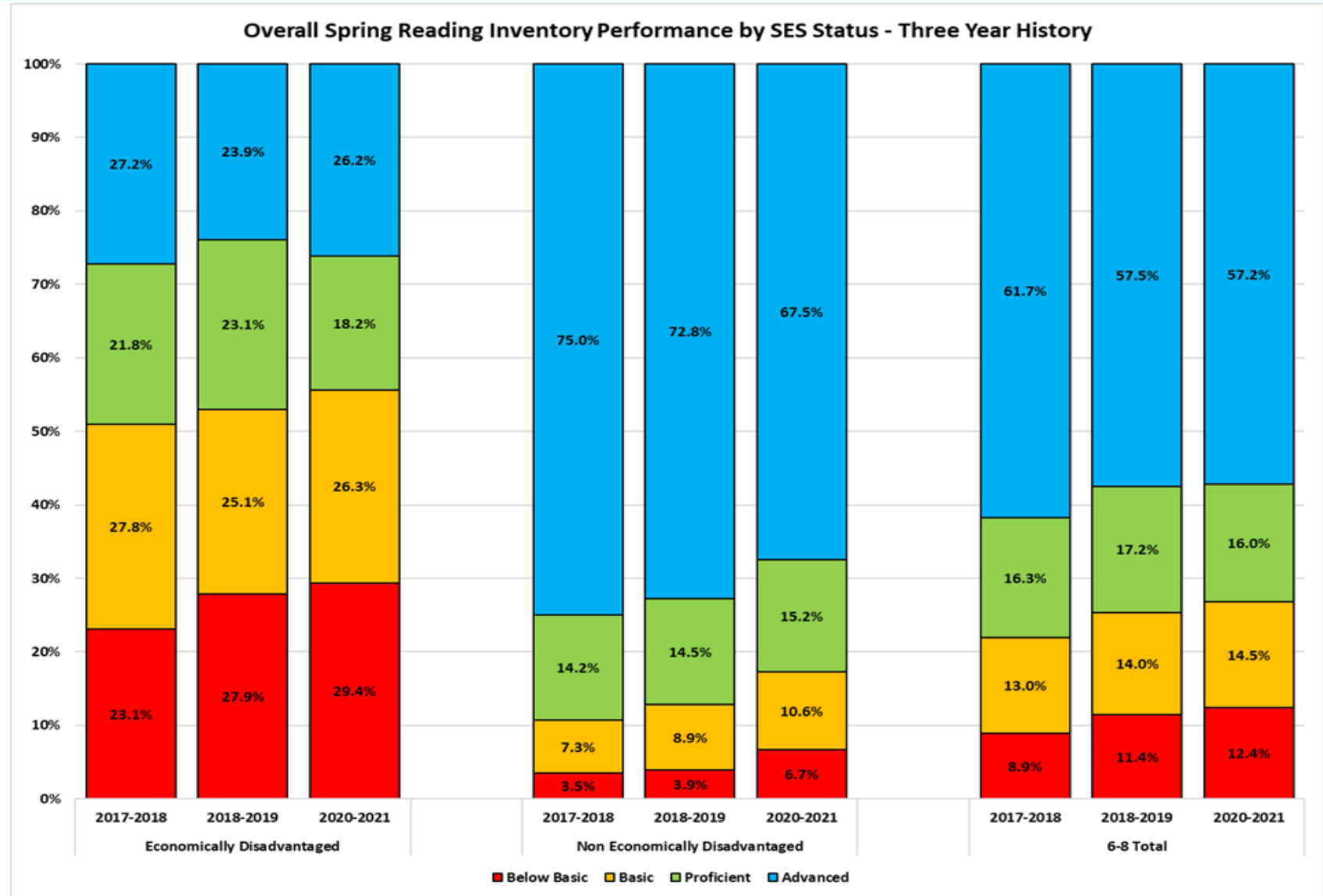
These trends for RI have been consistent over time. APS is moving towards more effective data-gathering regarding student reading performance. (To include sensitive literacy screeners and formative assessments.)





Student Success

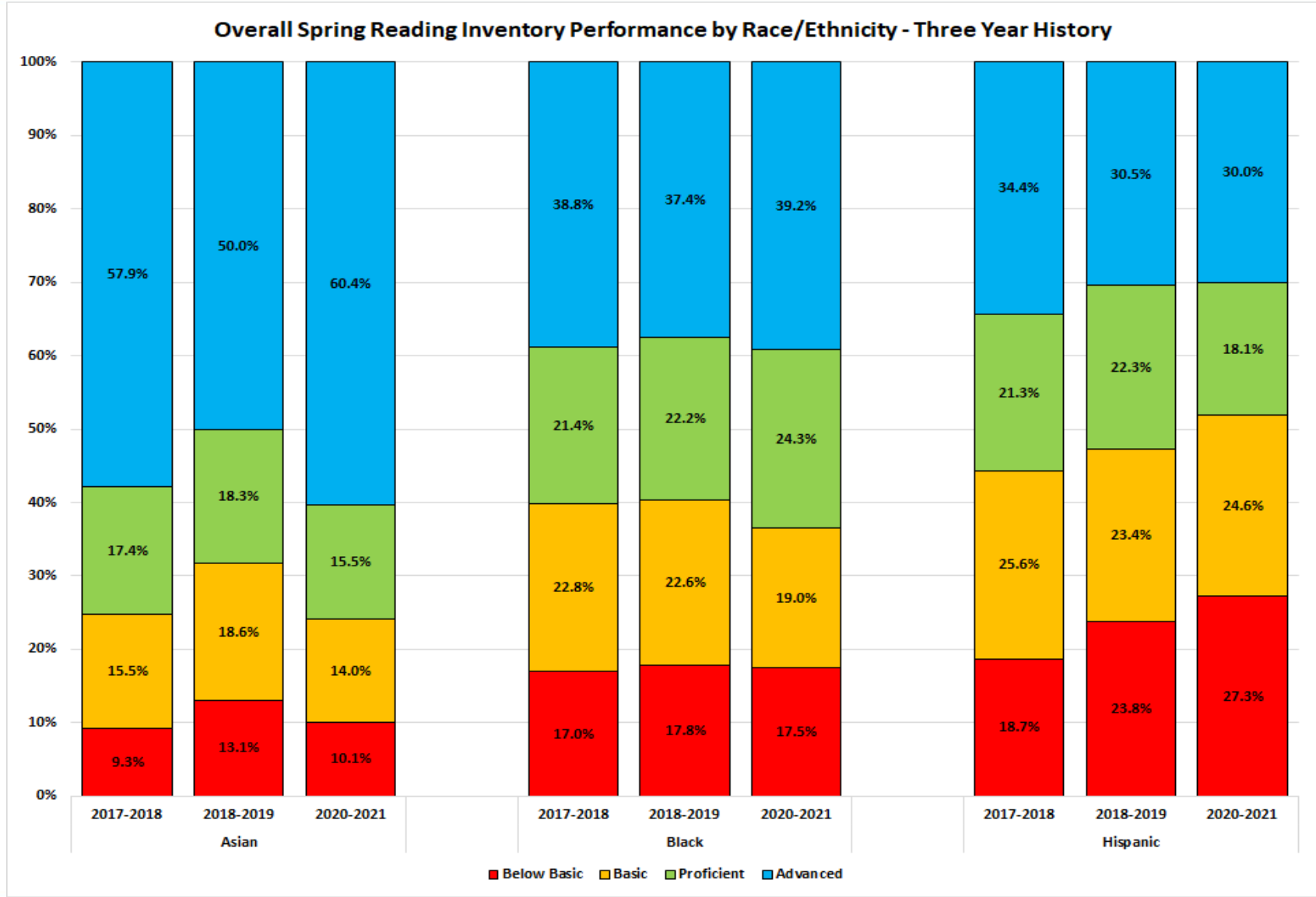
These trends for RI have been consistent over time. APS is moving towards more effective data-gathering regarding student reading performance. (To include sensitive literacy screeners and formative assessments.)





Student Success

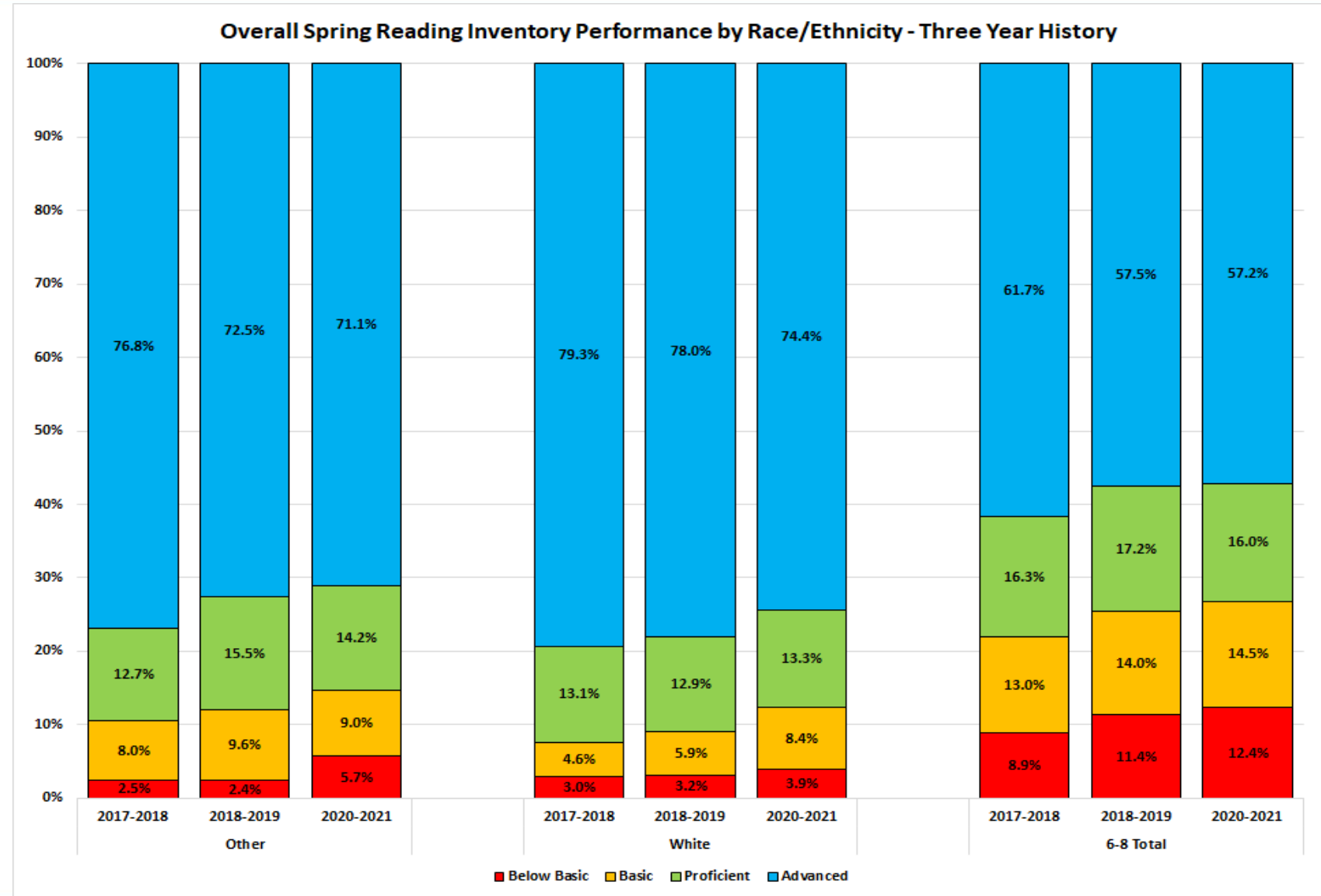
These trends for RI have been consistent over time. APS is moving towards more effective data-gathering regarding student reading performance. (To include sensitive literacy screeners and formative assessments.)





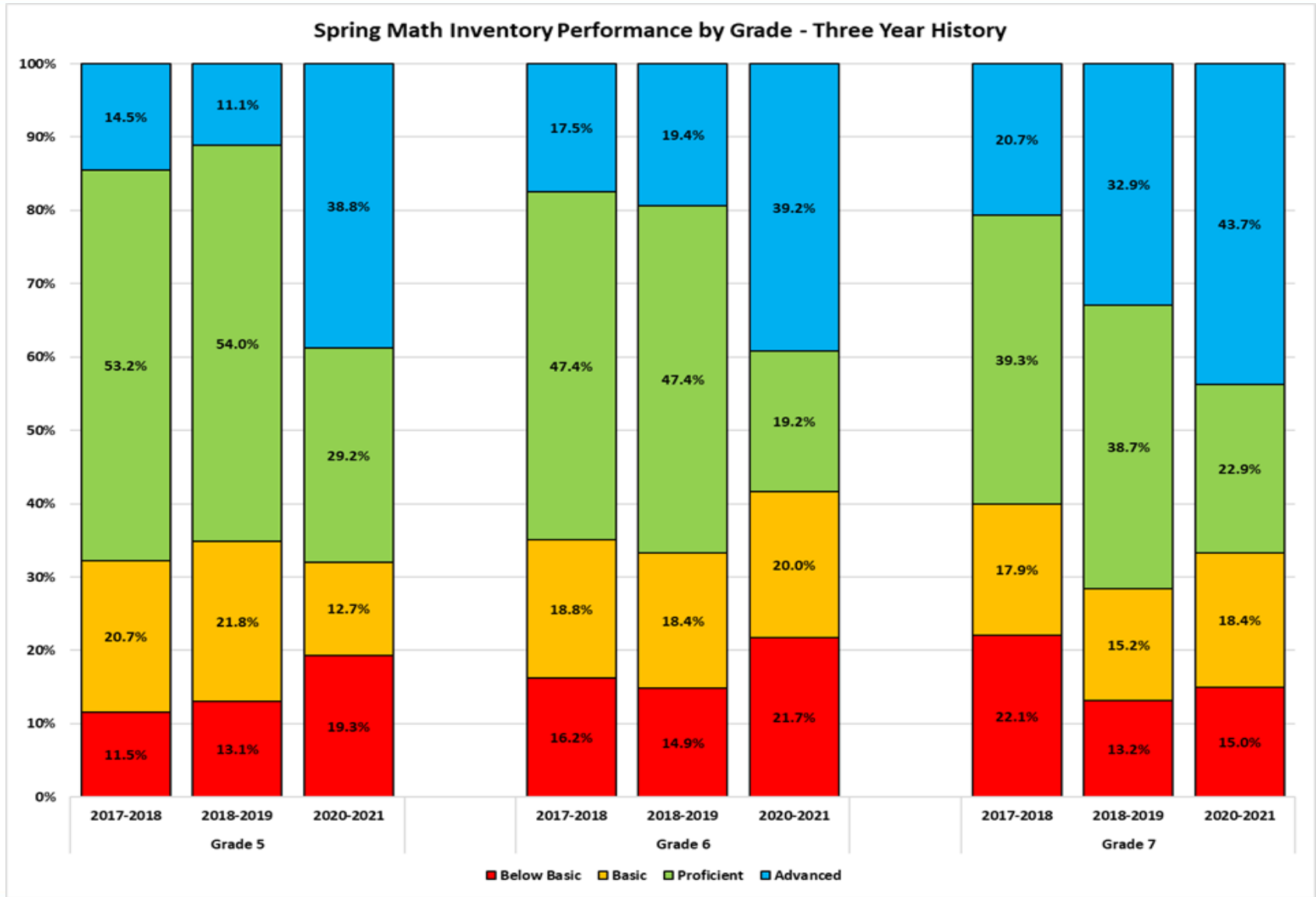
Student Success

These trends for RI have been consistent over time. APS is moving towards more effective data-gathering regarding student reading performance. (To include sensitive literacy screeners and formative assessments.)



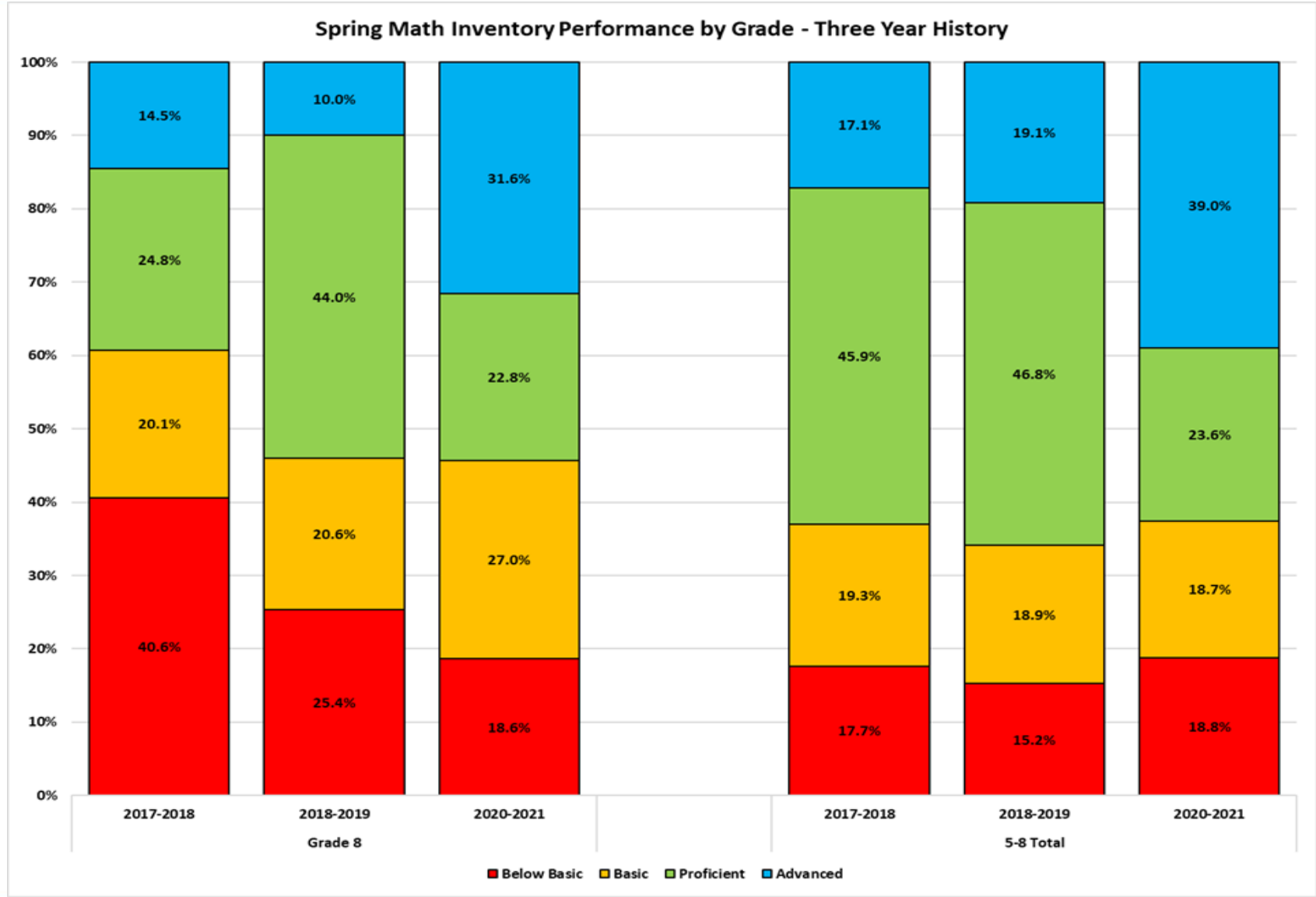


Student
Success



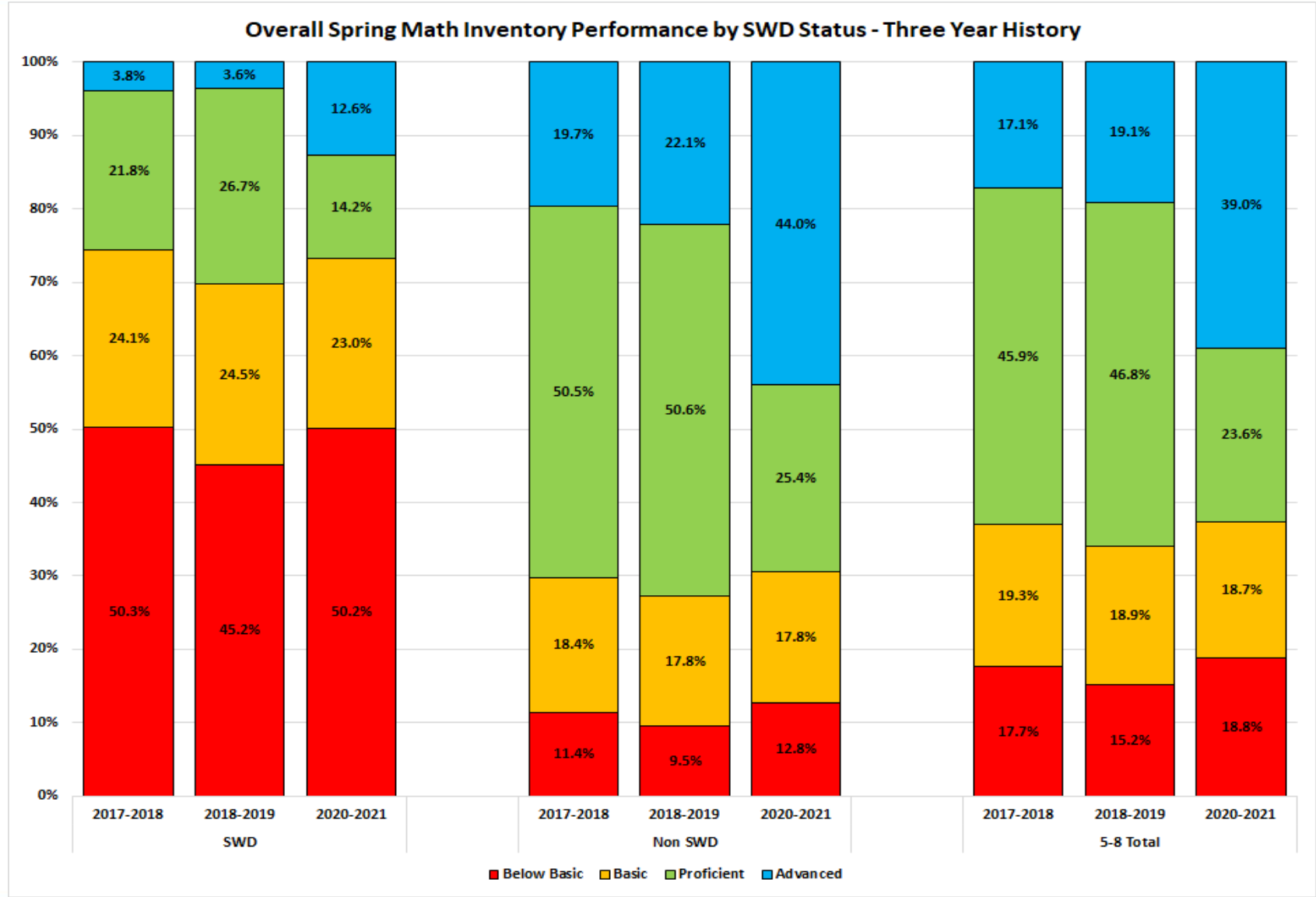


**Student
Success**





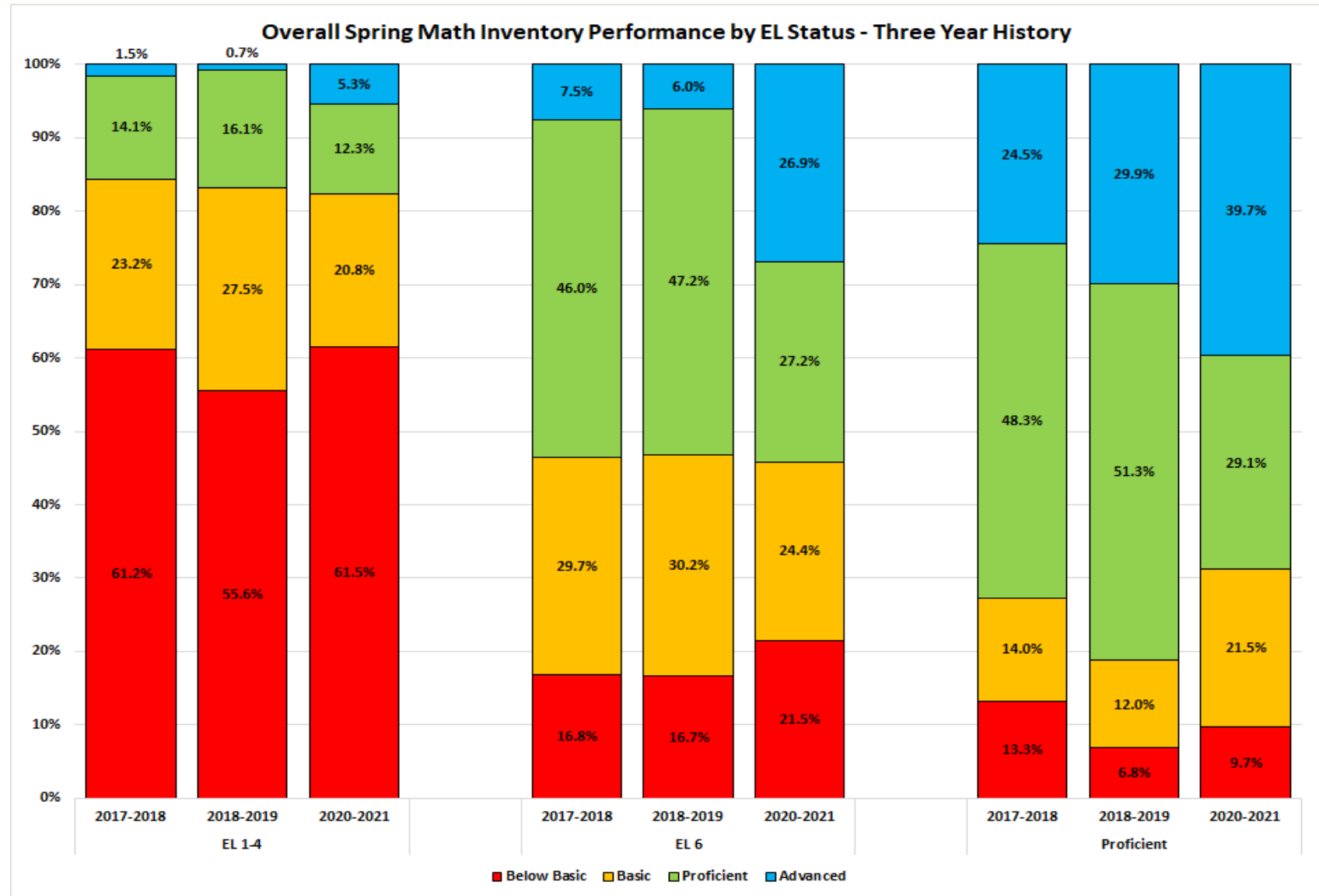
Student
Success





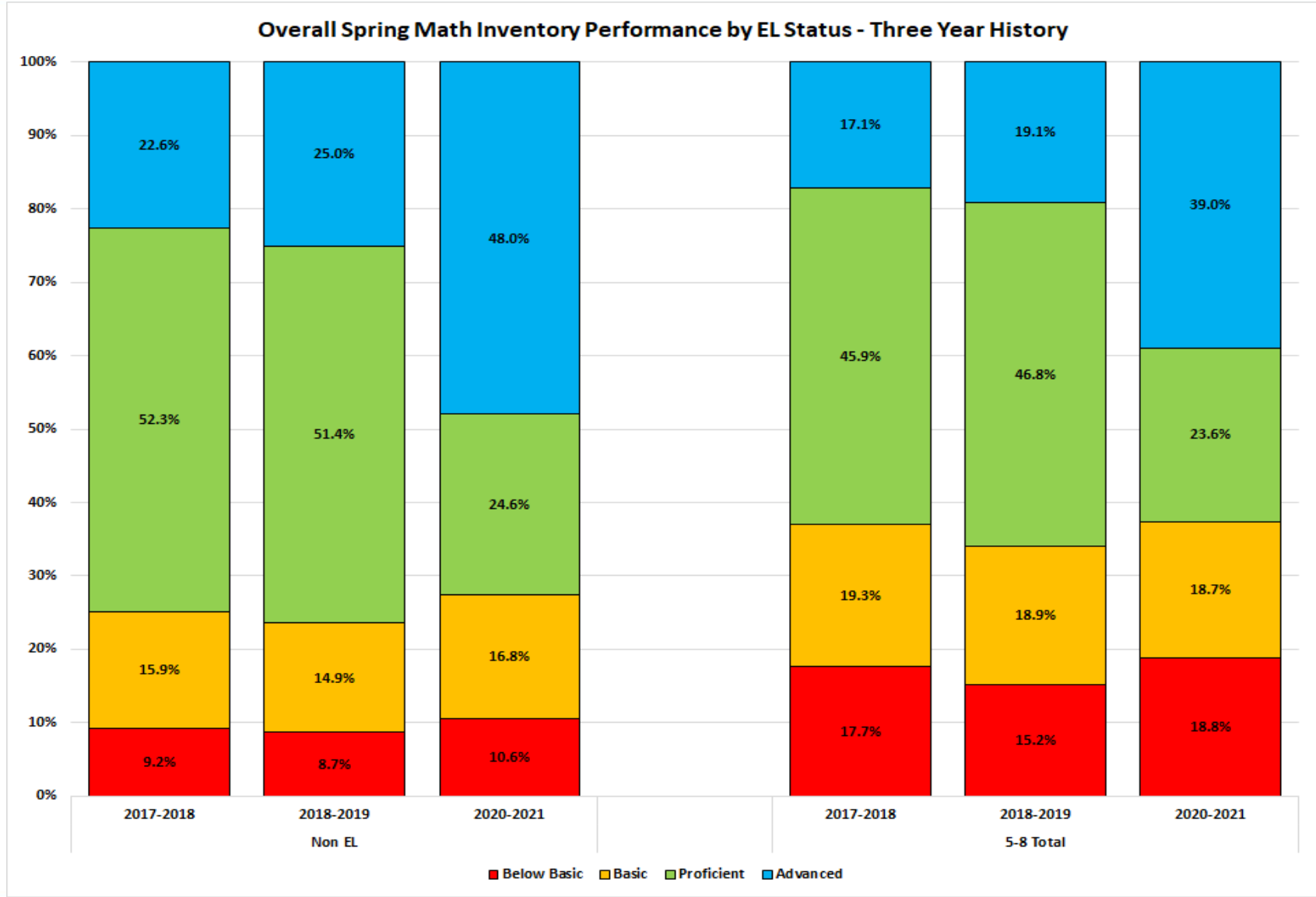
Student Success

The virtual environment provided limited opportunities for tactile activities and the use of manipulatives to support the progression from concrete understanding to representational and abstract.



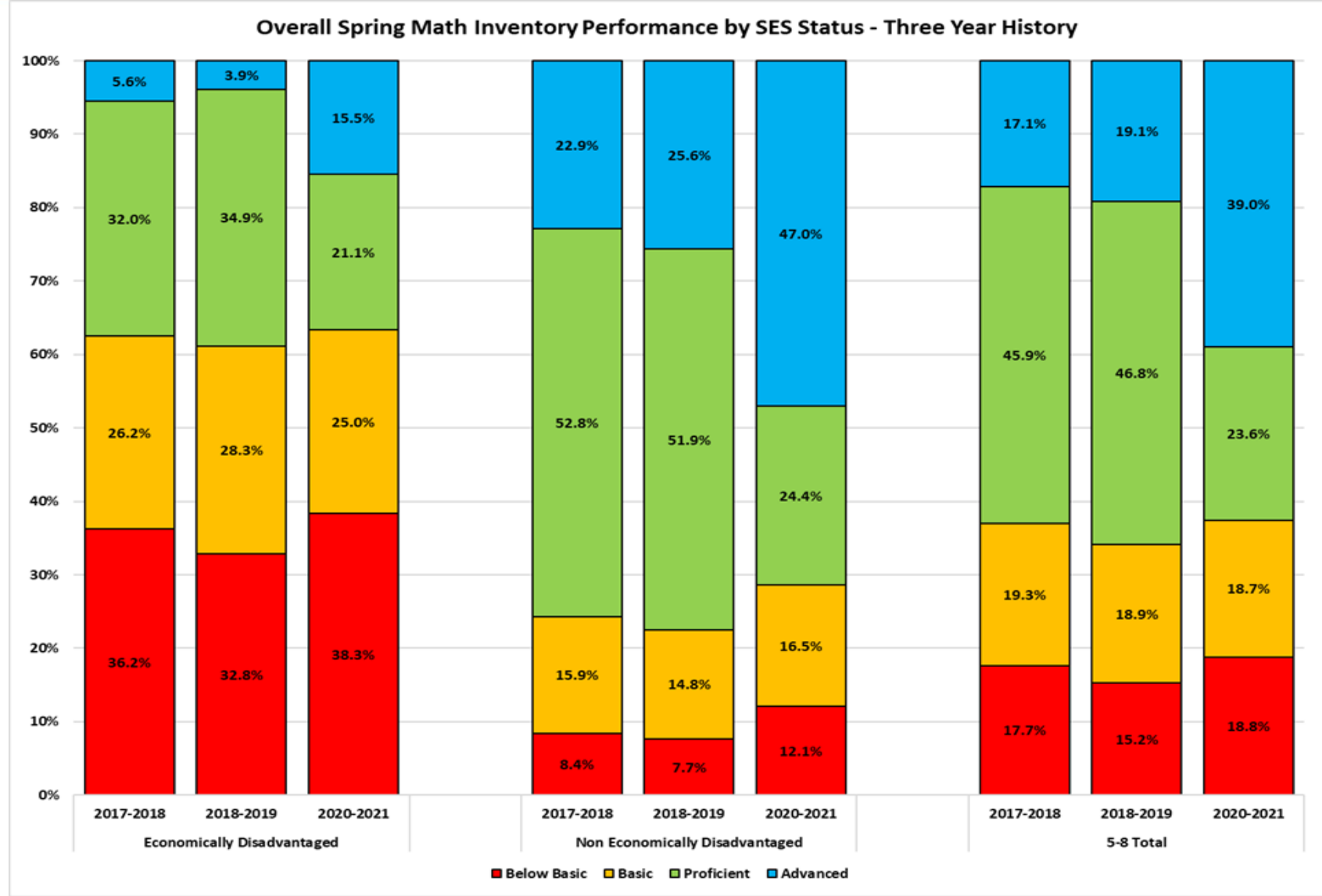


Student Success



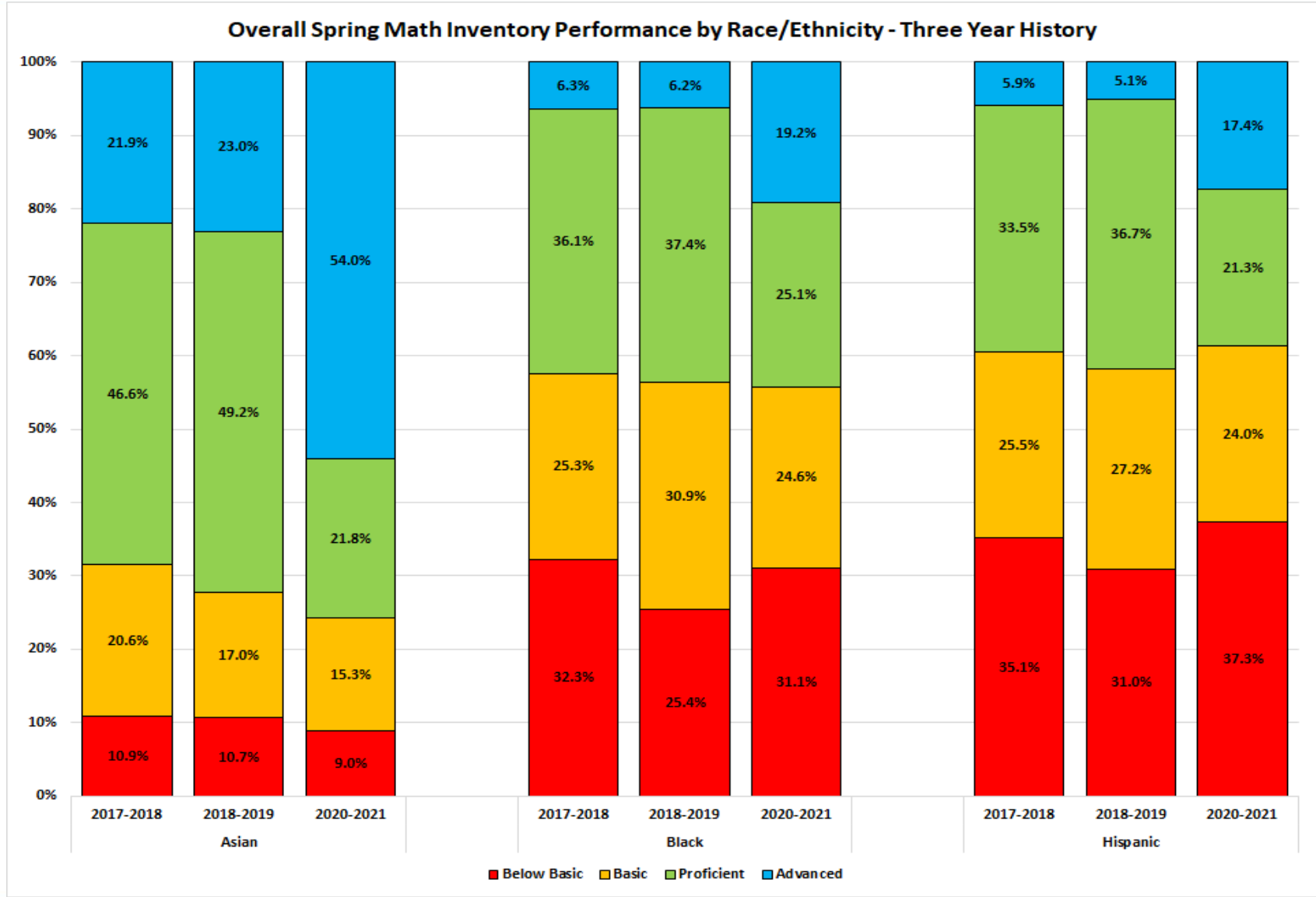


Student
Success



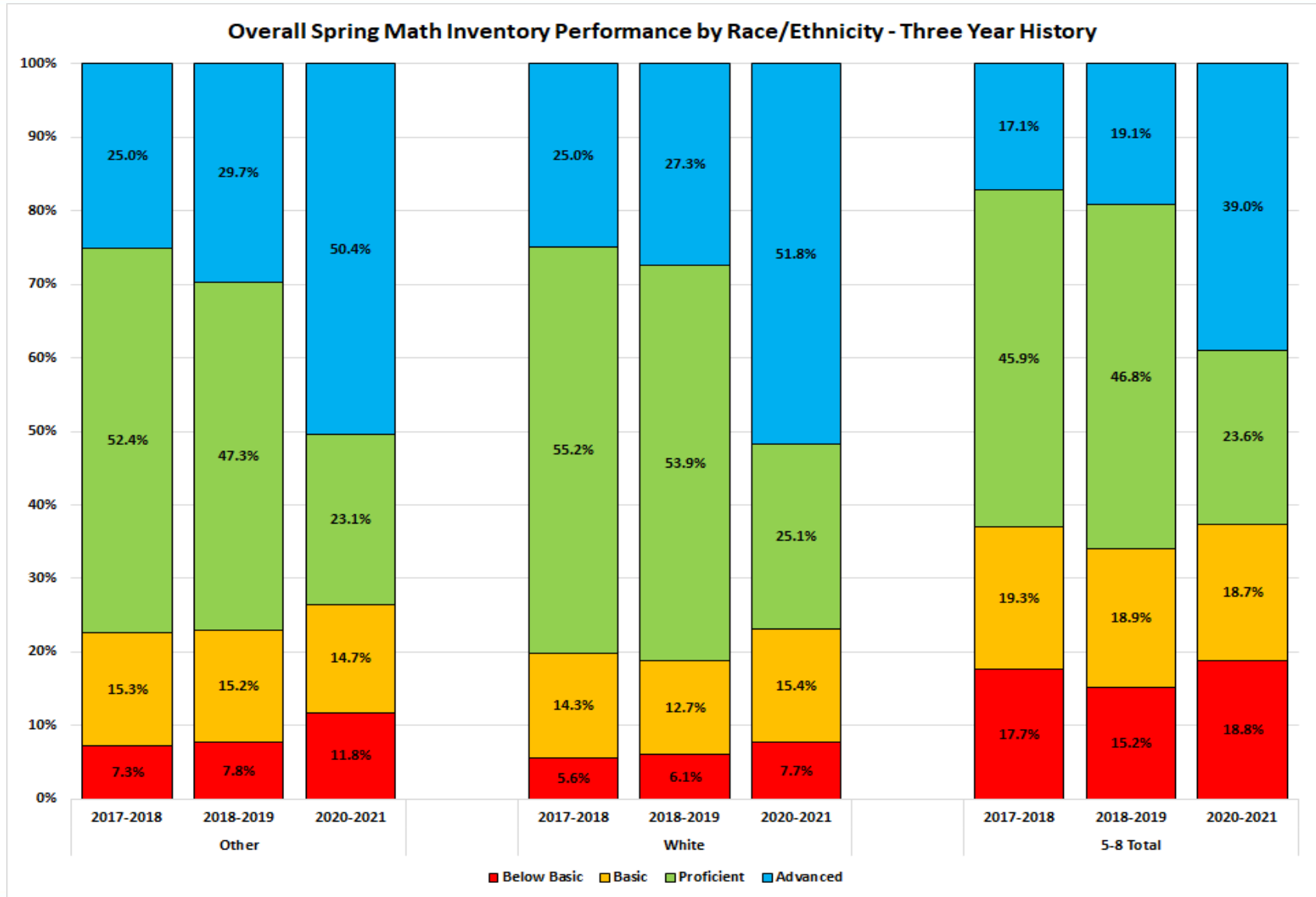


Student Success





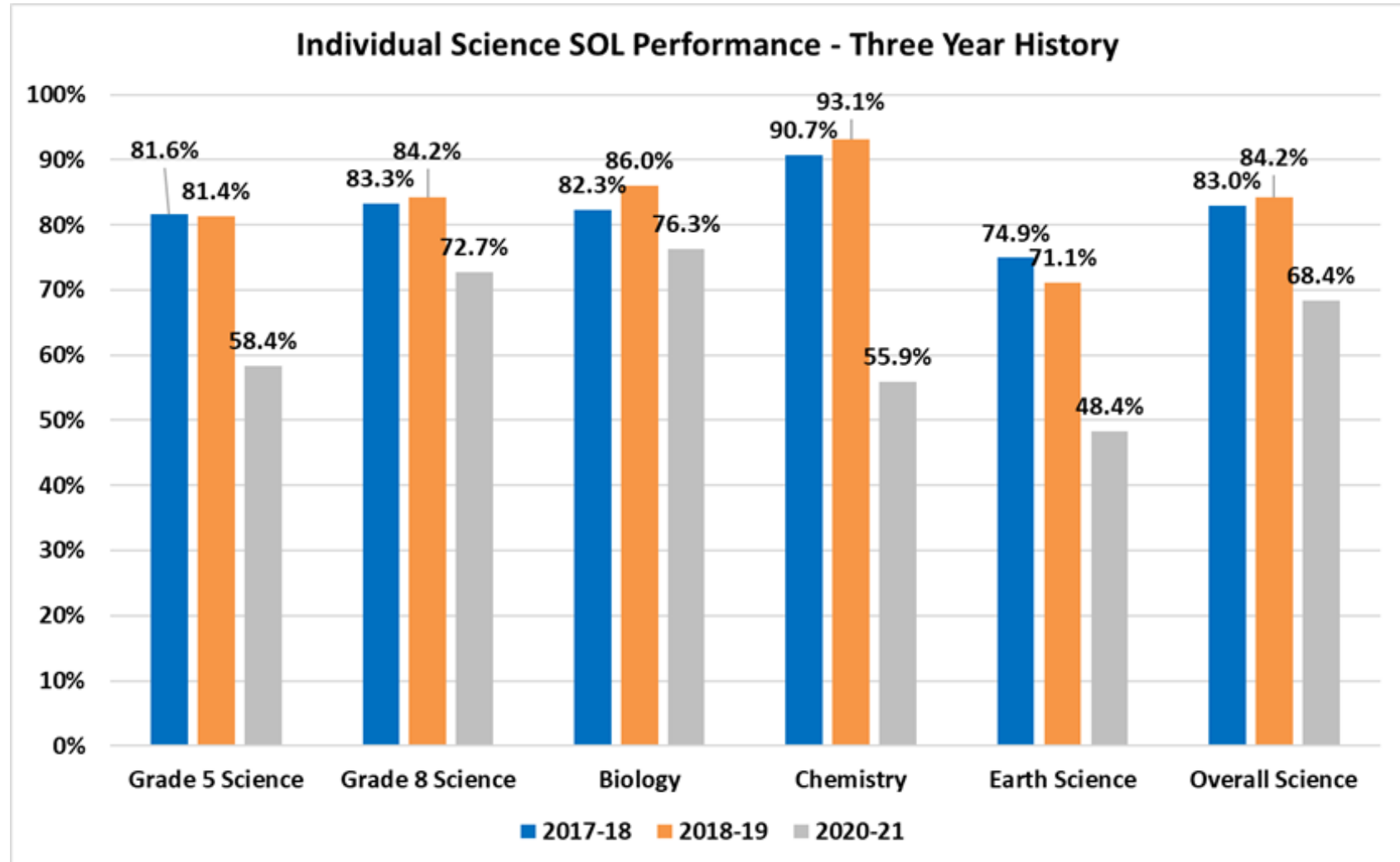
Student Success





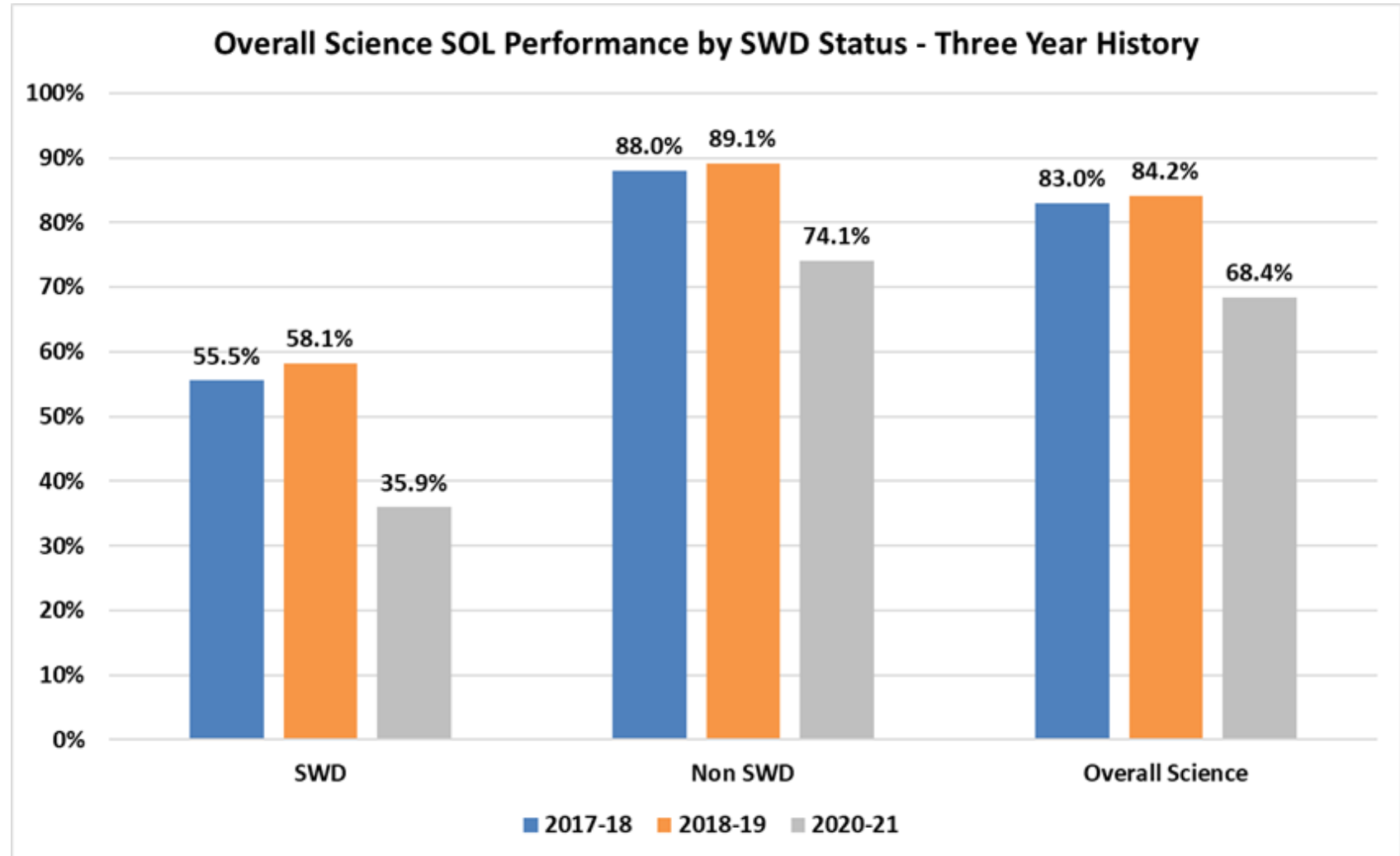
Student Success

As of 18-19, 9th grade students only need to pass the Biology SOL test to graduate, therefore, the N for the Chemistry & Earth Science are very small .



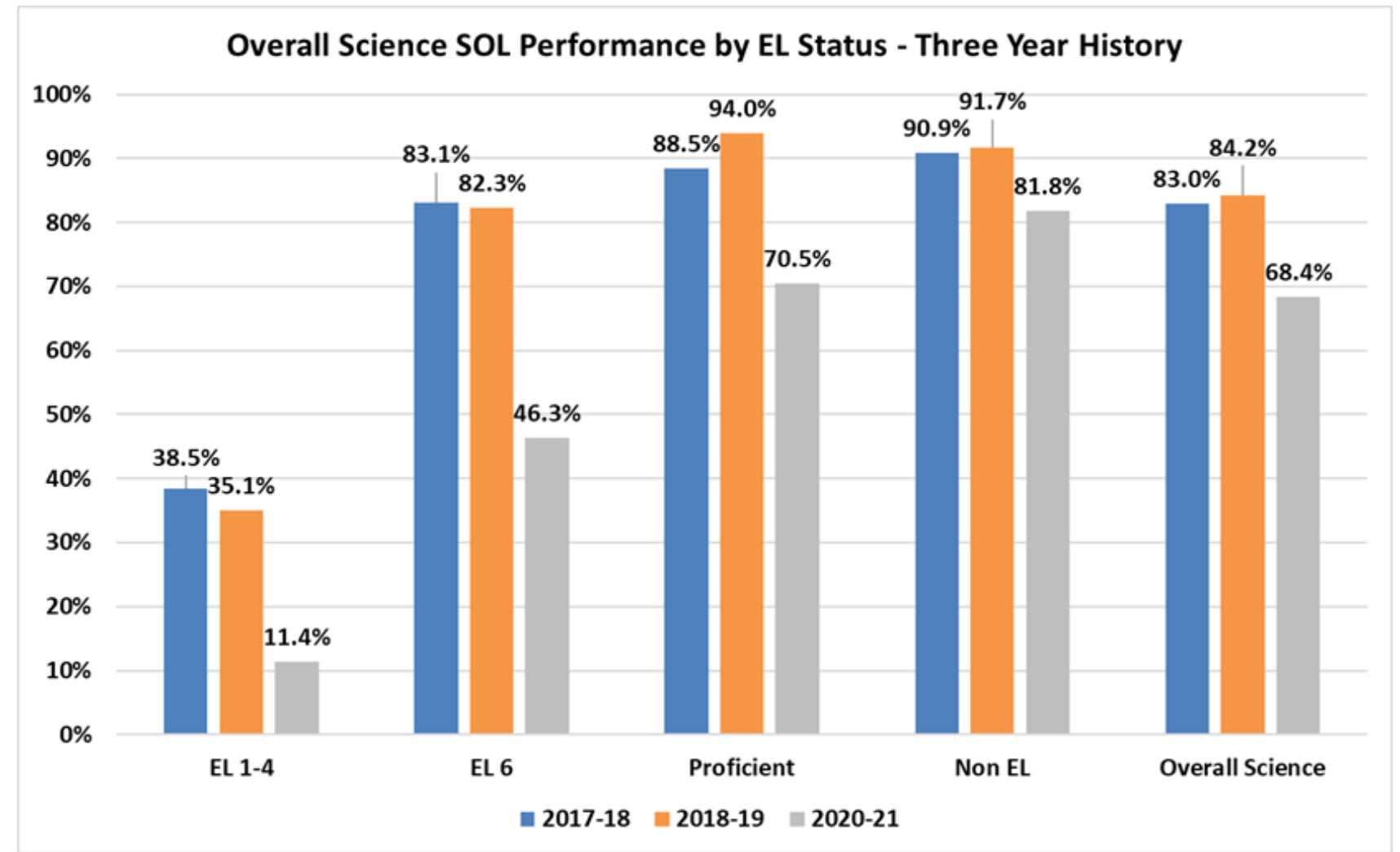


Student Success



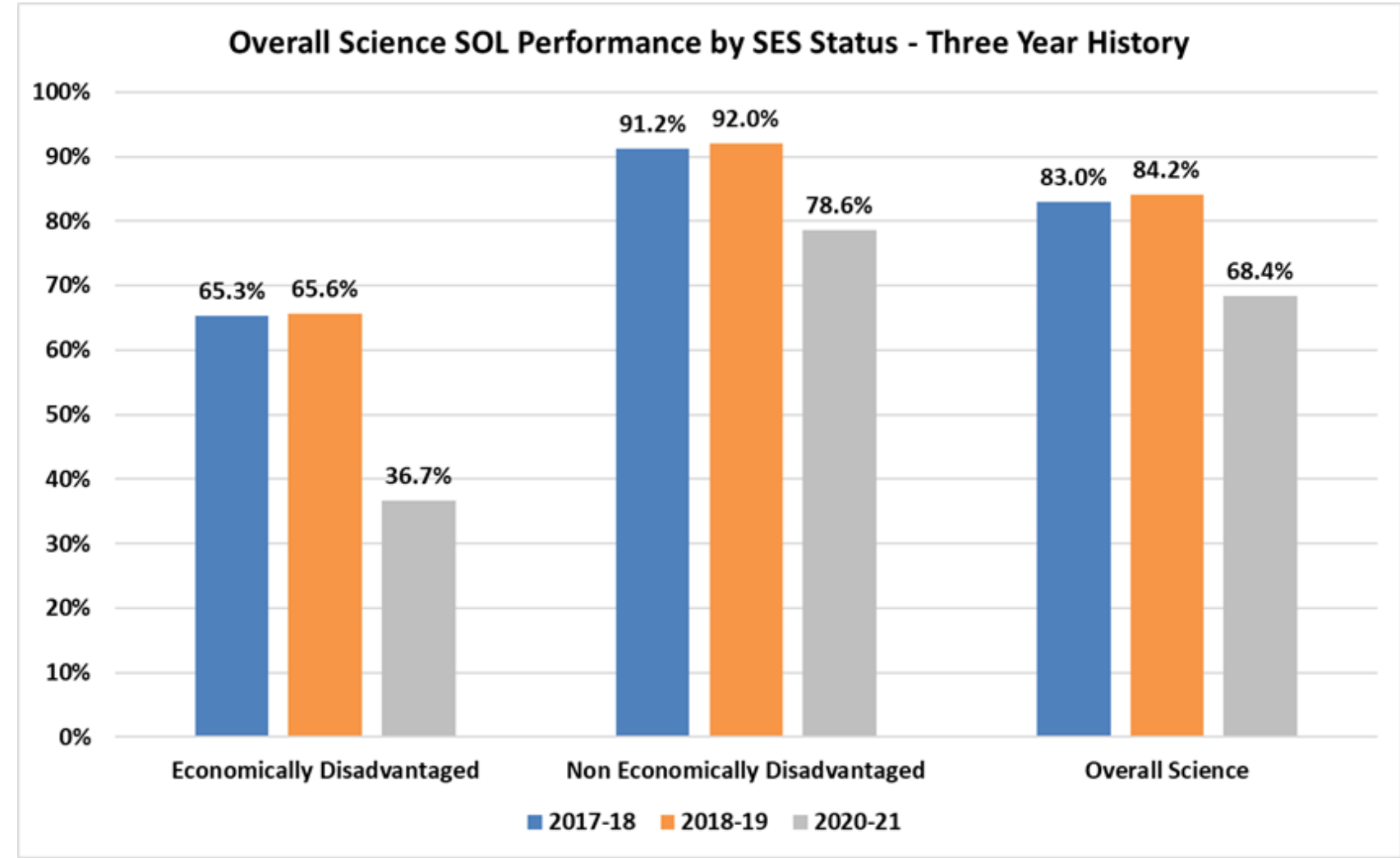


**Student
Success**



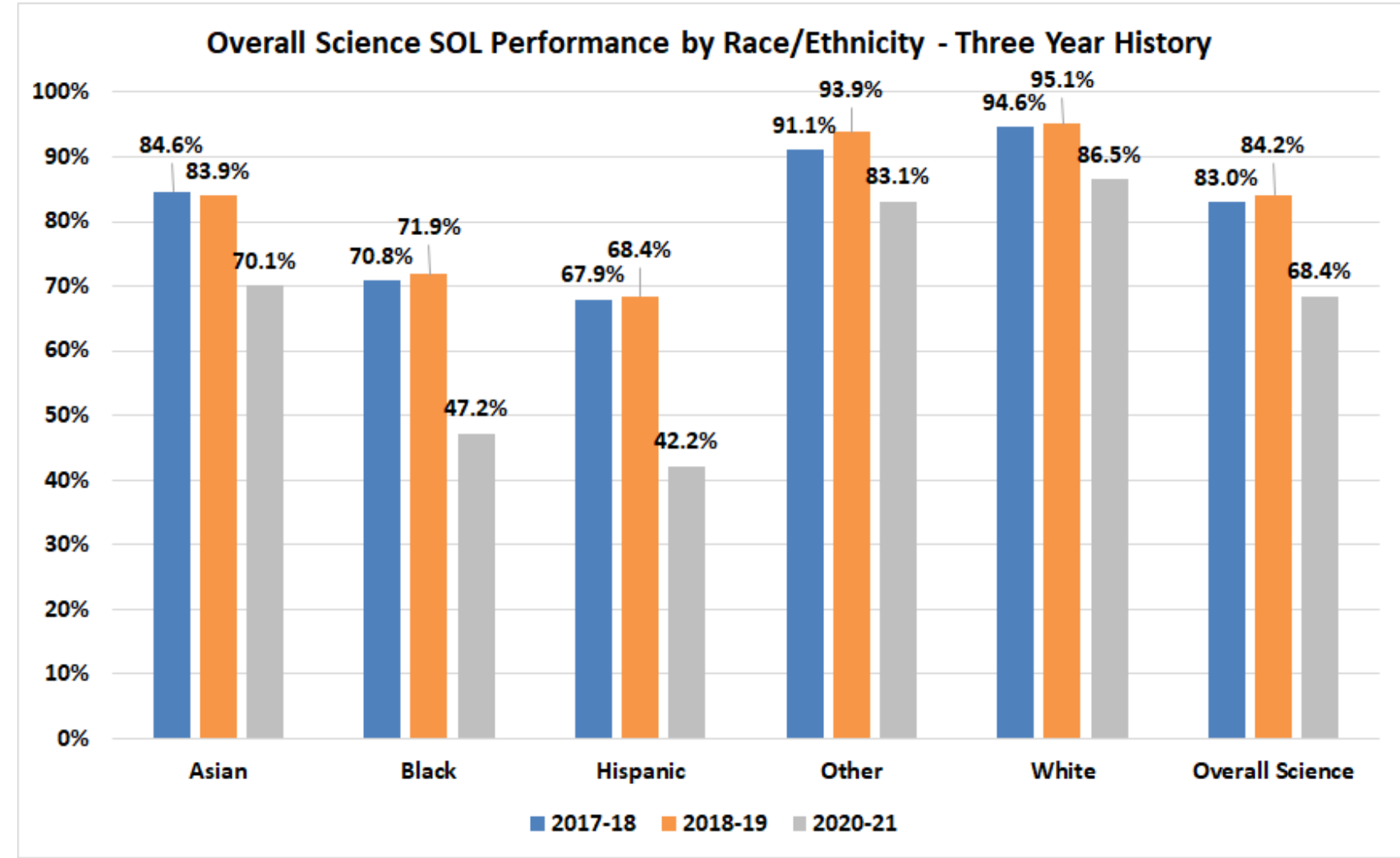


**Student
Success**





Student Success

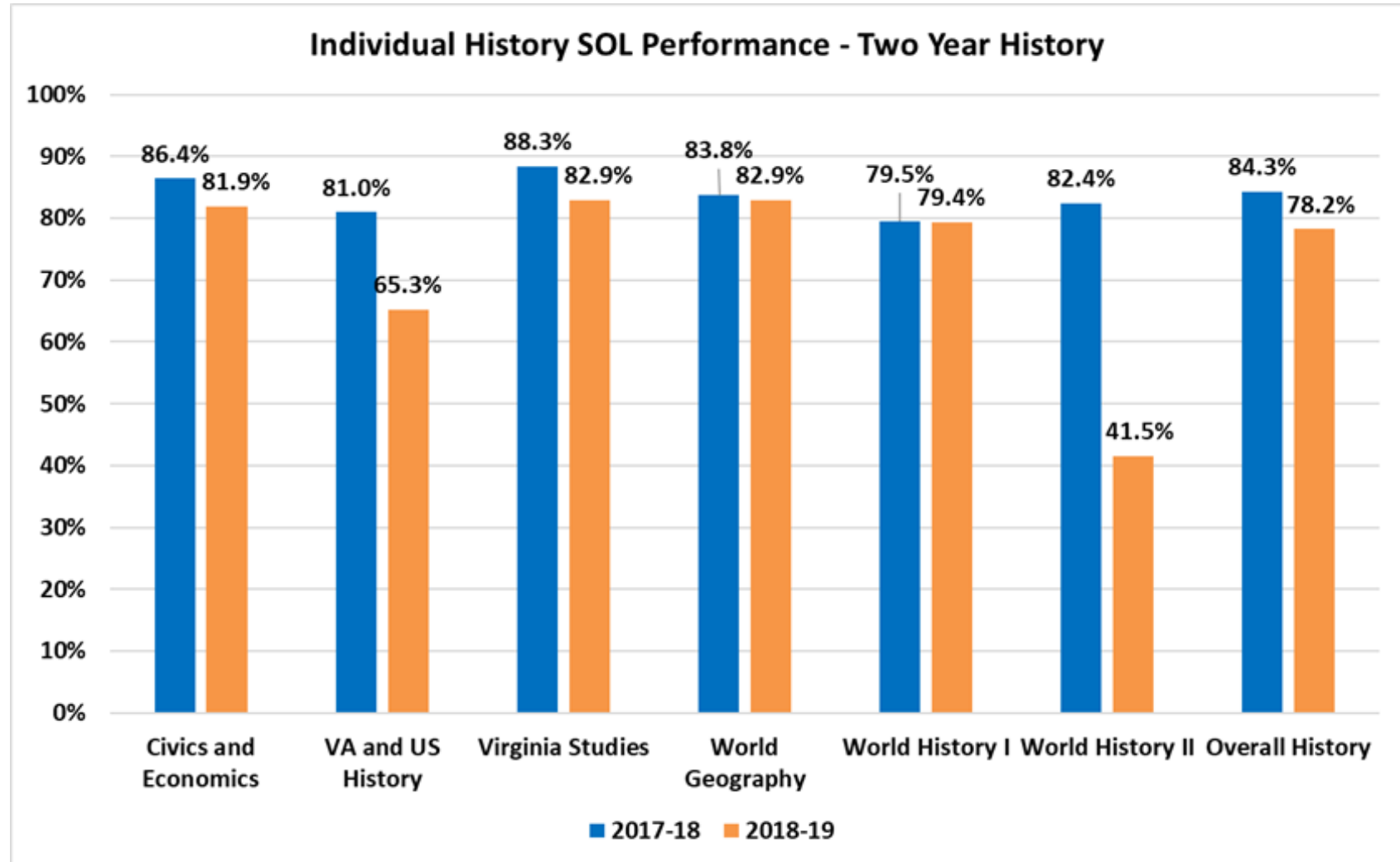




Student Success

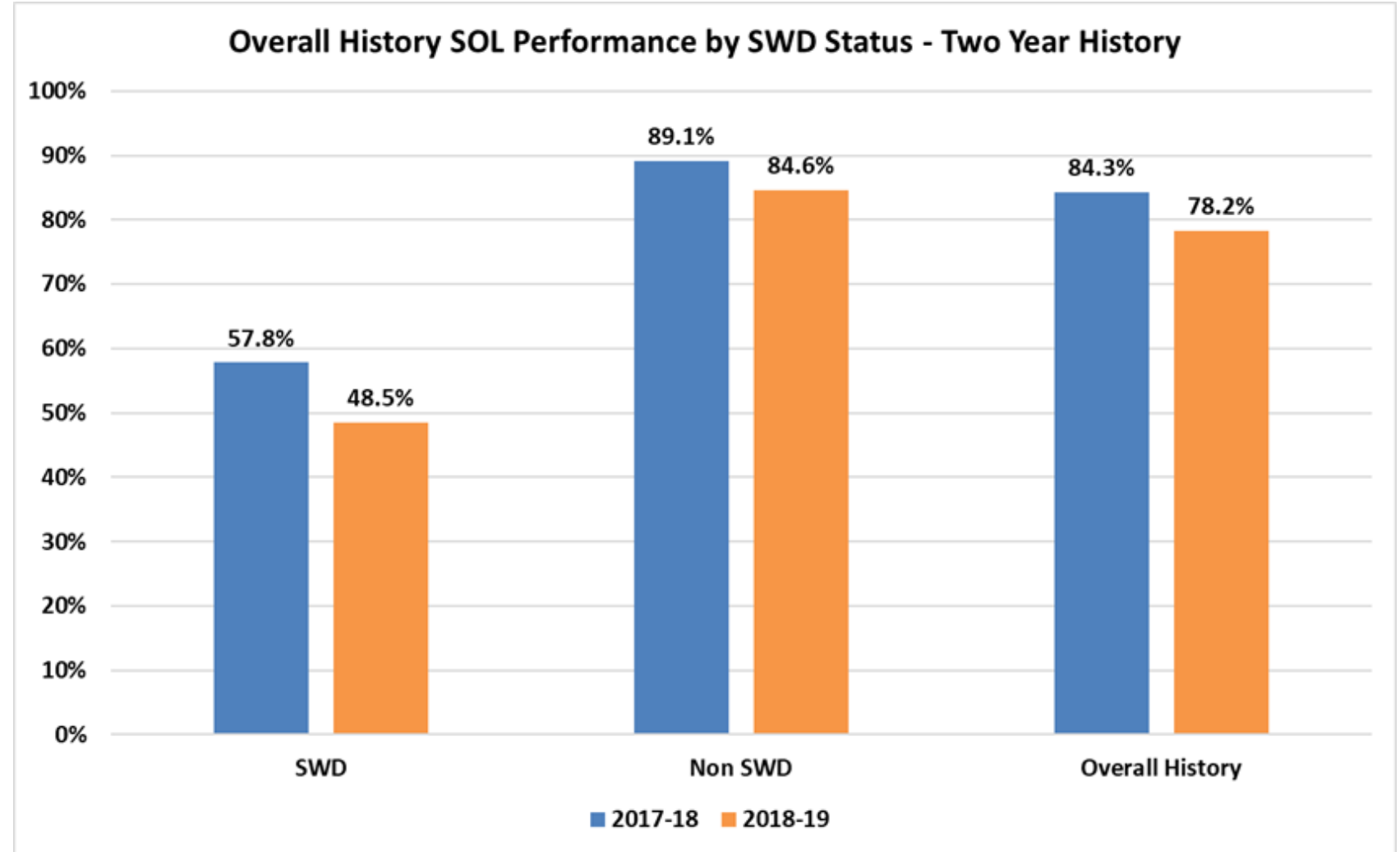
In the 2020-21 school year students demonstrated mastery of content and skills through performance assessments in lieu of the SOL exam.

Due to revised graduation requirements, students who enter 9th grade in 2018-2019, or beyond, only need one verified credit in Social Studies. Since APS offers World Geography for high school credit in 8th grade, most students have already earned their verified credit before taking WHII in 9th grade. As a result, fewer students took the WHII SOL in 2018-19.



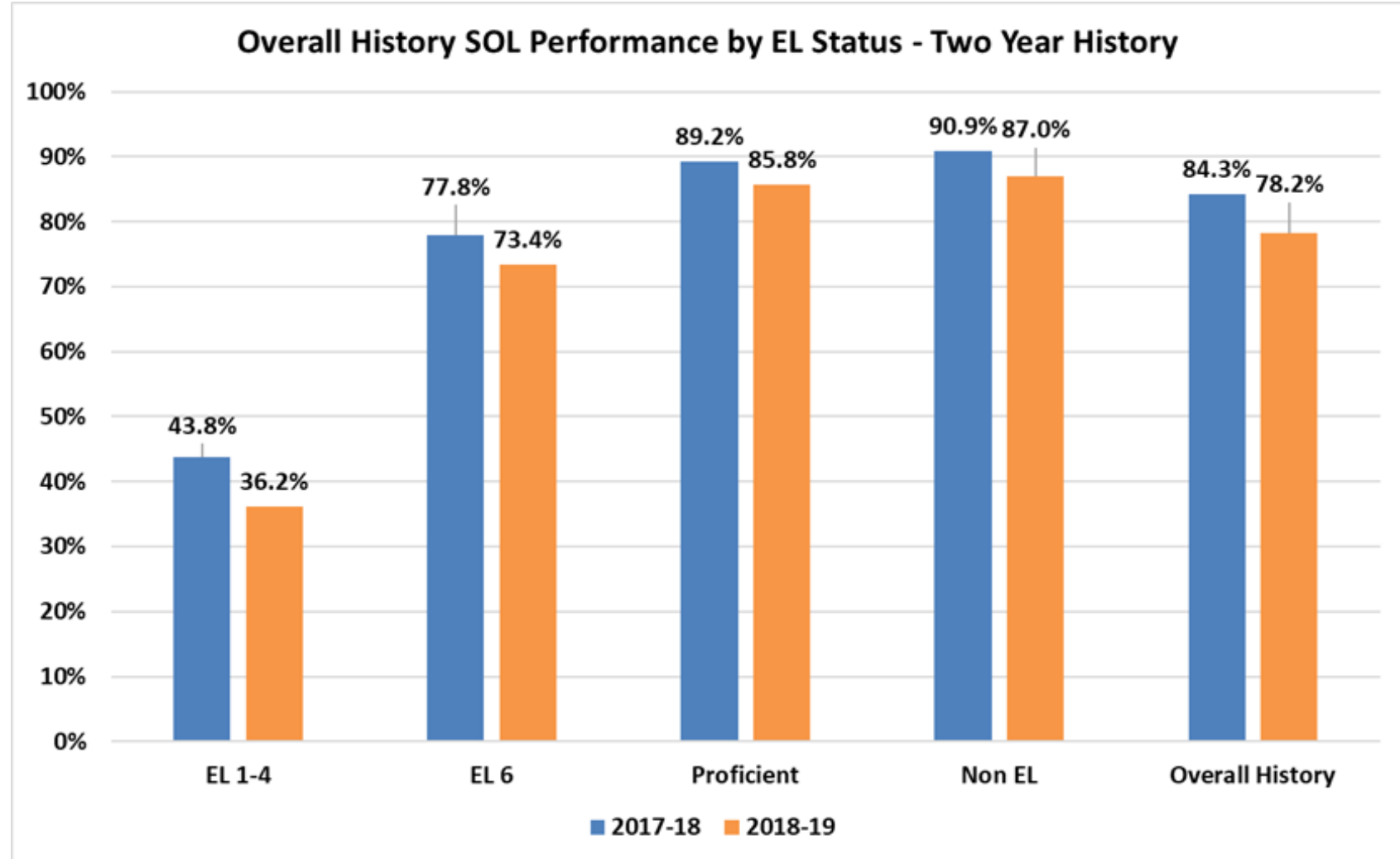


**Student
Success**



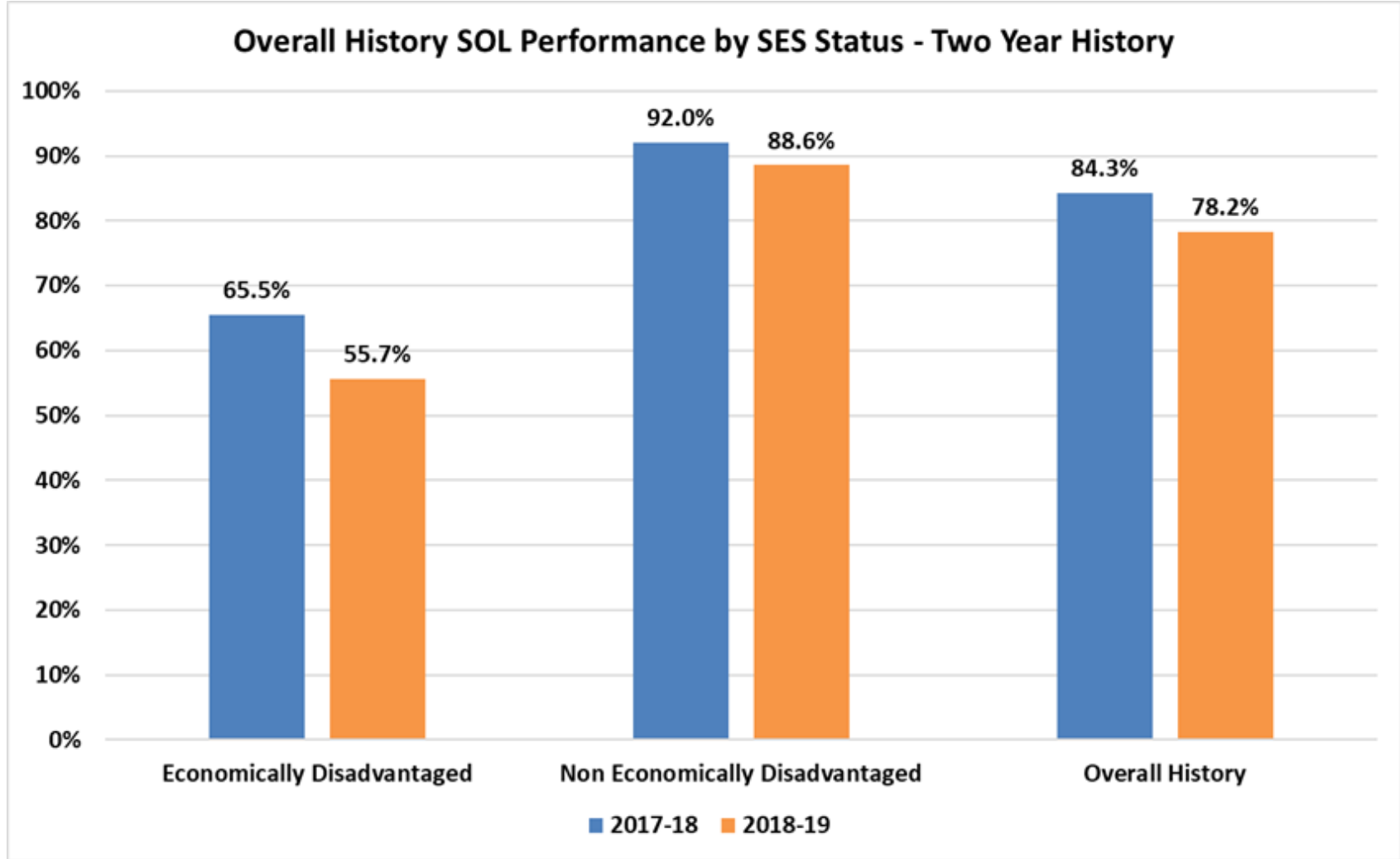


Student Success



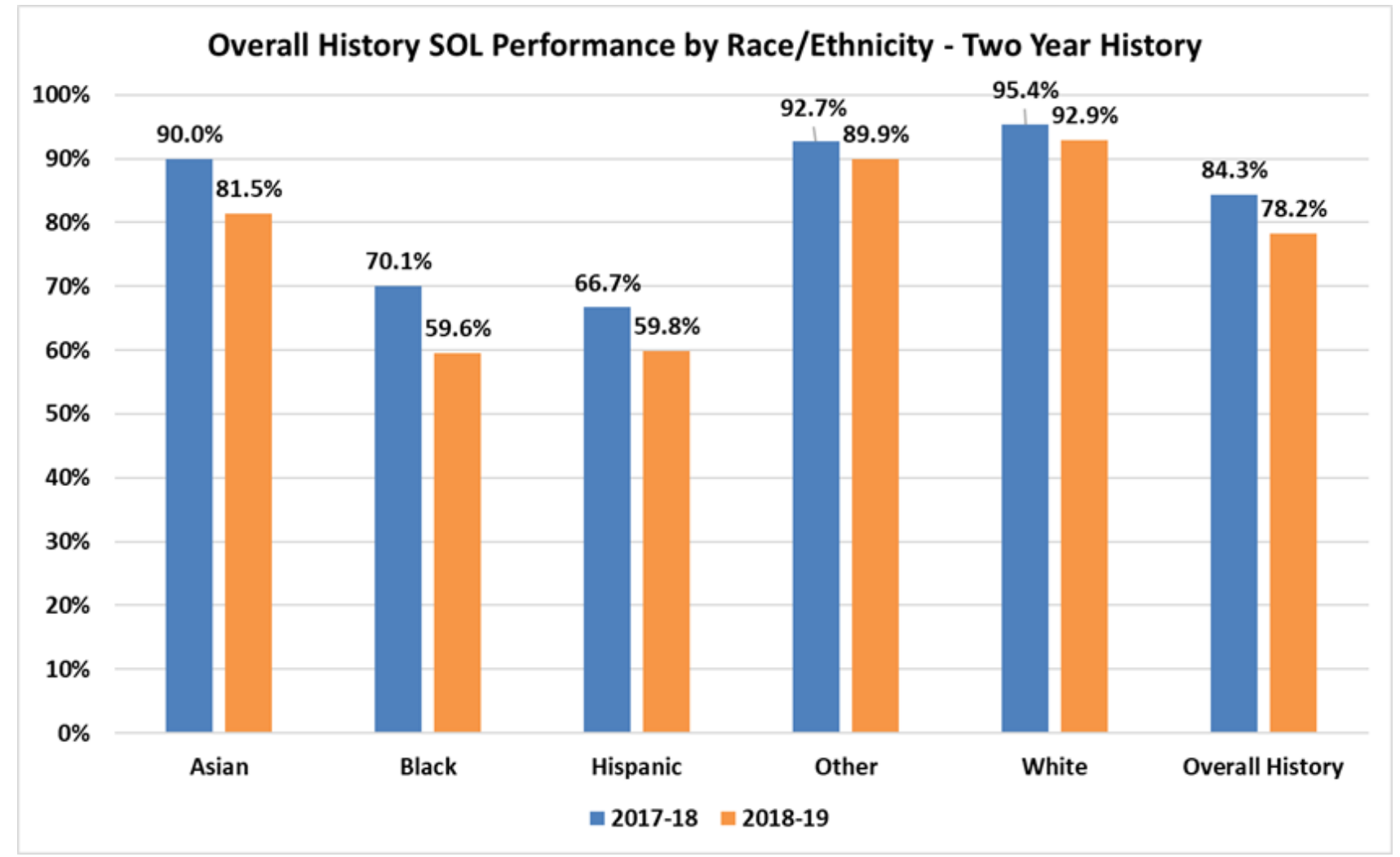


**Student
Success**



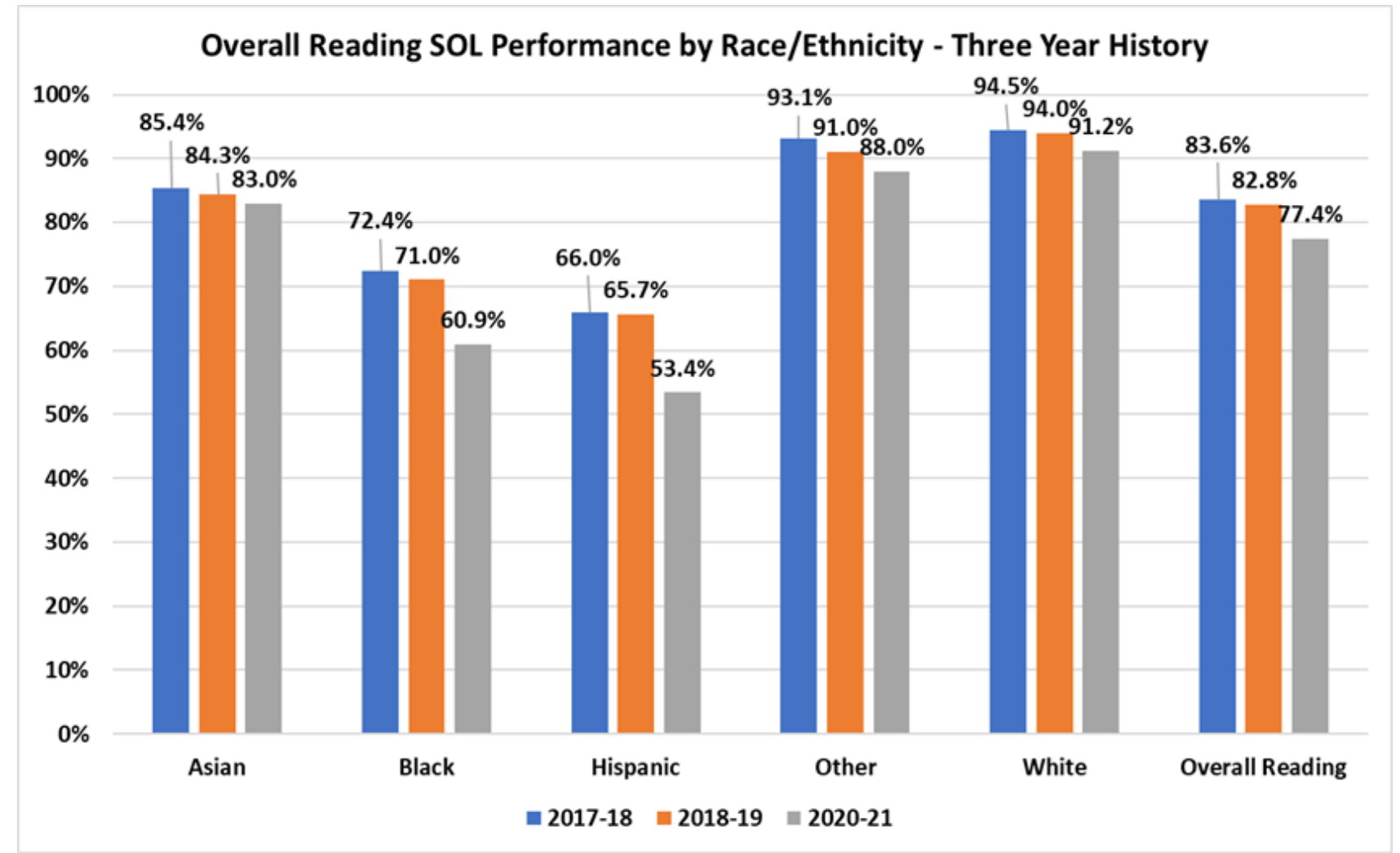


**Student
Success**





Student Success





Student Success

