APS Strategic Plan 2018-2024

Student Support Monitoring Report

Dr. Laura Newton, Director of Student Services
Wendy Carria, Supervisor School Psychology and Social Work
Pam McClellan, Supervisor Counseling Services

February 21, 2019
## Areas of Focus

<table>
<thead>
<tr>
<th>Strategic Plan Goal</th>
<th>Performance Objectives</th>
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<tr>
<td>Student Success</td>
<td>All graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience (internships, externships, formal job shading, etc.) (Virginia Profile of a Graduate).</td>
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<tr>
<td>Student Well-Being</td>
<td>Key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show a reduction in bullying, violence, sexual harassment, and substance use.</td>
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<td>Key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show an improvement in mental health measures and access to mental health resources.</td>
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<td>All students can identify at least one school-based adult who supports and encourages their academic and personal growth.</td>
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<tr>
<td>Engaged Workforce</td>
<td>All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.</td>
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</table>
Performance Objective 4
All graduates will have engaged in at least one experience that demonstrates productive workplace skills, qualities, and behaviors and may include a work-based experience (internships, externships, formal job shading, etc.)(Virginia Profile of a Graduate).

Outcome 2023-24
• 100% of graduates will have engaged in an experience that demonstrates workplace competencies.
Outcome for Performance Objective 4

100% of graduates will have engaged in an experience that demonstrates workplace competencies.

Steps to Achieve Outcome

• Implement the portfolio requirement for K-5 students and the new Career Investigations course in middle schools

• Increase partnerships with universities, businesses, and community organizations to provide work-based learning experiences

• Identify and track work-based learning experiences
Work-based learning experiences are school coordinated and include a coherent sequence of workplace experiences related to students’ career goals and/or interests.

Work-based learning experiences include:

- Job Shadowing
- Service Learning
- Internships
- Clinical Experiences
- Mentorships
- Youth Registered Apprenticeships
- Cooperative Education
- Registered Apprenticeship
Work-Based Learning Opportunities through Academic Advising

Yearly Academic, College & Career Planning

- Individual planning using a Collaborative Model
- Student selected pathway through career awareness and exploration
- Opportunities for Work-based learning opportunities
- Leads to Graduation

Yearly Course Scheduling

- Based on:
  - Prior Work
  - Graduation Requirements
  - Academic, College & Career Plan

Work-Based Learning Opportunities

- Career and Technical Education Courses
- Senior Experiences, Projects, and Capstones
Performance Objective 6: Key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show a reduction in bullying, violence, sexual harassment, and substance use.

Performance Objective 7: Key findings on student surveys, including the Your Voice Matters and Youth Risk Behavior Surveys will show an improvement in mental health measures and access to mental health resources.
## Healthy, Safe, and Supported Students
### Key Action Steps

<table>
<thead>
<tr>
<th>Area of Focus</th>
<th>Action Steps</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Social Emotional Learning            | *Social Emotional Learning Reference Guide*  
                                         *Our Minds Matter* Clubs                                         | March 2019  
                                         Spring 2019            |
| Suicide Prevention                   | Delivered *Signs of Suicide program* to 8th and 10th graders  
                                         Updated Suicide Risk Assessment protocol  
                                         Used Stress Less, Laugh More to reduce stress at high schools | Fall 2018  
                                         Fall 2018  
                                         Spring 2019            |
| Substance Abuse                      | Implementation of common evidence-based lessons in Grades 6-10  
                                         Participation in public education efforts and events  
                                         Strengthening partnerships with county colleagues | 2018-19  
                                         2018-19  
                                         2018-19           |
| Trauma Informed Practices and Crisis Response | Targeted Professional Learning for Office of Student Services and School Counseling Staff  
                                         Updated Crisis Procedures  
                                         Crisis Kits for all schools/sites  
                                         Partnering with Office of Administrative Services on Threat Management | Fall 2018  
                                         Fall 2018  
                                         Fall 2018  
                                         Winter 2018 - |
| LGBTQ+                               | Tours of all secondary schools  
                                         Updates to registration forms and schedules  
                                         Updates to physical education and fine arts uniforms  
                                         Professional Learning opportunities for all staff  
                                         Development of resource library | Summer 2018  
                                         Summer 2018  
                                         Fall 2018  
                                         2018-19  
                                         Fall 2018 |
Student Well-Being

Performance Objective #9
All students can identify at least one school-based adult who supports and encourages their academic and personal growth.

Outcomes for 2023-24
100% of students identify at least one school-based adult who supports their academic and personal growth.
Student Well-Being

Outcome for Performance Objective 9

100% of students identify at least one school-based adult who supports their academic and personal growth.

Steps to achieve outcome

• Collaborative Academic and Career Advising Model
• Comprehensive School Counseling Programs
• 80% of direct access to School Counselors
Performance Objective 15
All staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.

Outcome for 2023-24
100% of staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.
Outcomes for 2023-24

100% of staff participate in training that meets or exceeds industry standards for their position and focuses on student success and well-being.

Steps to achieve outcomes

• Use the Professional Learning Framework to deliver professional learning courses that build capacity in all staff for student success and well-being including specific learning opportunities focused on the Whole Child.
**WHOLE CHILD:**
A whole child approach to education is defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe, engaged, supported, and challenged. It engages all stakeholders—educators, families, policymakers, and community members—in defying the “percentage proficient” culture.

**CONNECT:**

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<tr>
<th>Building the Infrastructure of Teaching and Learning</th>
<th>Content Knowledge</th>
<th>Enhancing Teaching and Learning</th>
<th>Leading Others</th>
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<tr>
<td>FACE: Building Meaningful Relationships with Families</td>
<td>Conscious Discipline</td>
<td>FACE: Designing Effective</td>
<td>FACE: High Impact Strategies for Engaging Diverse Families</td>
</tr>
<tr>
<td>Framework (W 1 2 3 4)</td>
<td>(W 4 1 2 3)</td>
<td>Parent Meetings (W 0 1 2 4 7)</td>
<td>(W 3 0 1 5 6)</td>
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<tr>
<td>Mindfulness in the Classroom: What, Why, and How (W 0 2 3 4)</td>
<td>Positive Behavior Interventions and Support (PBIS) (W 1 2 3 5)</td>
<td>Responsive Classroom (W 2 1 3 5)</td>
<td>Mindfulness in the Classroom: Building a Personal Practice (W 6 1 3 4)</td>
</tr>
<tr>
<td>Recognizing and Responding to Mental Health Needs (W 0 1 2 3 5)</td>
<td>Substance Use and Abuse: What APS Staff Need to Know (W 0 1 6 4)</td>
<td>Suicide Prevention (W 4 1 5 6)</td>
<td>Trauma Informed Practices (W 6 1 3 4)</td>
</tr>
<tr>
<td>Social Emotional Learning and Instruction in the Classroom (W 0 1 2 3 5)</td>
<td>Supporting LGBTQ Youth (W 0 1 3 5 6)</td>
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- FACE: High Impact Strategies for Engaging Diverse Families (W 3 0 1 5 6)
- Mindfulness in the Classroom: Building a Personal Practice (W 6 1 3 4)
- Trauma Informed Practices (W 6 1 3 4)

- CLASS (W 3 4 1)
Moving Forward – Ongoing Areas of Focus

• Provide multiple instructional and graduation pathways that provide students with an academic plan based on career interests to ensure students are college, career, and life ready.

• Continued refinement and implementation of Social Emotional Learning Reference Guide to ensure each student within APS is healthy, safe, supported, engaged, and challenged.

• Maintain an emphasis on coordinated prevention and services with internal and external stakeholders.

• Continue to focus on providing professional learning opportunities that support the Whole Child.
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