

Focus Area: Climate and Culture – Maintain a climate of mutual respect that promotes student academic progress.

Goal #1: Survey middle and high school students biennially to determine trends in school health as compared to the national average with special attention to student risk behaviors, e.g. teen pregnancy, alcohol, tobacco and drug use.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
<p>1.1 The high school and middle school will conduct the Youth Risk Behavior Survey every two years (2016-17 2018-19 school year) for students in grades 8, 10, and 12.</p>	<p>The data from the previous YRBS surveys was analyzed by staff and provided to the School Health Advisory Board (SHAB) and the Division wide Safe Schools' committee. Both committees and administration use this information to evaluate the effectiveness of current intervention programs and drive new programs.</p>	<p>The Health Department works with students on teen pregnancy reducing the rate annually</p> <p>Analyze survey data biennially, identifying issues and addressing the outstanding issues.</p> <p>Educate through Character Education/DARE/FLE from elementary level as risk prevention in partnership with Alleghany Foundation.</p>	<p>Reduce main risk behaviors annually related to teen pregnancy, alcohol use, tobacco use, drug use, and suicidal issues.</p>	<p>Reduce main risk behavior by 10% over 6 years with 3 data points in areas specified in the goal.</p>	<p>Community resources, survey funds, and results, staff, students and community trainers.</p>	<p>Director of Human Resources and Pupil Personnel</p> <p>School Nursing Coordinator</p> <p>Building administration</p>
<p>1.2 All schools will conduct school climate surveys every two years.</p>	<p>The Virginia School Climate survey will be administered to 7th and 8th graders during the spring of every odd year and to 9th, 10th, and 11th graders</p>	<p>Review school climate survey data to identify goal related factors.</p> <p>Analyze Survey data biennially and address the outstanding issues.</p>	<p>Reduce factors identified in the school climate survey that contribute to student risk behaviors.</p> <p>Implementation of best practices that are researched based and proven effective.</p>	<p>Reduce factors that contribute to student risk behaviors by 10% over 6 years with 3 data points in areas specified in the goal.</p>	<p>Community resources, survey funds, and results, staff, students and community trainers.</p>	<p>Director of Human Resources and Pupil Personnel</p> <p>School Nursing Coordinator</p>

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	<p>during the spring of every even year.</p> <p>The adoption/creation of a survey for elementary schools</p>	<p>The development of a plan of action to adopt/develop programs to address the issues.</p>	<p>The adoption/creation of a survey for elementary schools.</p>			<p>Building administration</p>
<p>1.3 The Superintendent, high school and the middle school will have Student Committees that meet once per semester to discuss survey results, issues and plans.</p>	<p>The data from the YRBS and School Climate Survey will be shared with the student groups advisory committees.</p>	<p>Student committees and clubs address risk issues annually based on survey results.</p>	<p>Reduce main risk behaviors.</p>	<p>Reduce main risk behavior by 10% over 6 years with 3 data points in areas specified in the goal.</p>	<p>Community resources, survey funds, and results, staff, students and community trainers.</p>	<p>Director of Human Resources and Pupil Personnel School Nursing Coordinator Building administration</p>
<p>1.4 Each school will review its discipline procedures and philosophy yearly.</p>	<p>The Discipline Crime and Violence (DCV) report, discipline referrals, and School Report Card will be reviewed annually.</p>	<p>Monitor DCV report, referrals, and School Report Card. Monitor results of implementation of Responsive Classroom on reducing behavioral problems and</p>	<p>Reduce referrals/suspensions/expulsions related to identified risk behaviors annually.</p>	<p>Reduce referrals/suspensions/expulsions related to identified risk behaviors by 10% over 6 years with 3 data points in areas specified in the goal.</p>	<p>Community resources, survey funds, and results, staff, students and community trainers.</p>	<p>Director of Human Resources and Pupil Personnel School Nursing Coordinator</p>

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		referrals.				Building administration

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Goal #2: Maintain a safe, disciplined, and drug-free environment by increasing positive behavior interventions to reduce rates of discipline referrals, suspensions, and expulsions.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
2.1 Referrals, suspensions, and expulsion data will be reviewed and disaggregated	Baseline data is in PowerSchool and in the annual DCV report. Data can also be found in the School Report Card, Monthly School Resource Officer (SRO) Report and in the Virginia School Climate Survey.	Reduce incidents of expulsions/suspensions in the DCV report.	Reduce incidents of suspensions/expulsions by 10% over 6 years on DCV reports.	Reduce incidents of suspensions/expulsions by 10% over 6 years on DCV reports.	DCV Report, School Report Card, SRO Monthly Report, School Climate Survey	Director of Human Resources and Pupil Personnel Building Administration
2.2 Review the Annual Crisis Management Plan and required drills.	Baseline data is in the Annual Crisis Management Plan and the records of required drills conducted. It is also found in annual Safety Audit and Safe School Inspection Checklists.	Review Crisis Management Plan annually and complete drills.	All drills completed on schedule.	All drills completed on schedule.	Maintenance Supervisor, Community safety support personnel	Building Administration
2.3 Review security systems annually.	Baseline data is the quantity and type of security systems in place at the end of the previous year.	Verify up-to-date measures, equipment, and maintenance annually at building level.	No systems security issues.	All systems functioning.	Maintenance, Educational Technology Center Instructional Technology (IT)	Building Administration Supervisor of Maintenance and Transportation
2.4 Ensure that the Professional Development (PD) Annual Plan includes Positive Behavioral	Baseline data for current PBIS related programs in place: Responsive Classroom (Elementary [E]),	Increase PBIS implementation through PD and exploring options for implementing	PBIS at some level of functionality in each building in the Division.	Increase PBIS strategies usage and documentation by 1-3 strategies implemented.	Professional Development, Allegheny Foundation/State funds, Technical	Director of Human Resources and Pupil Personnel

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Interventions & Supports (PBIS) development.	DARE (E), Character Counts (E), Student Recognition (attendance/academic events), Classroom management behavior tracking with rewards systems, Visual charting for individual students, Personal communication journal for home and school, Classroom management plans, Individual Student Success Plans, Individual behavior plans, Behavior Analyst consultation.	additional components.			Training and Assistance Center (TTAC), Radford University	Building Administration Behavior Analyst
2.5 Selected staff members will be recognized at monthly faculty meetings in celebration of “what works” (innovative and successful efforts, programs or initiatives.)	The baseline data is found in the programs and initiatives in place in each building at the beginning of each school year that are beyond that which is required, in School Report Cards, in the Discipline, Crime and Violence (DCM) Report, and in PowerSchool.	Reinforce positive and proactive efforts to help students, staff and the school achieve successful outcomes including (but not limited to) Standards of Learning Test results, Annual Measureable Objective (AMO) results, State Accreditation	Maintain results that evidence meeting AMO requirements and reducing the incidences of suspension/expulsion in the schools.	Meet AMOs and maintain/achieve fully accredited status under Federal and State Benchmarks. Reduce office referrals by 10% over 6 years. Reduce suspensions/expulsions in individual schools by 10% over 6 years.	Director of Human Resources and Pupil Personnel, Building Administration, CO Directors, Technical Training and Assistance Center (Radford University), School Staff	Director of Human Resources and Pupil Personnel Building Administration Staff

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		Requirements, and Virginia Department of Education Recommended programs.				
<p>2.6 The School Board will award recognition of student achievements at Division School Board Meetings.</p> <p>Building Administrators, the Division and the School Board will award recognition of the Teacher Educator of the Year (EOTY), teachers who become National Board Certified, and Above and Beyond the Call Of Duty efforts.</p>	<p>The baseline data is found in the programs and initiatives in place in each building at the beginning of each school year that are beyond that which is required, in School Report Cards, in the Discipline, Crime and Violence (DCM) Report, and in PowerSchool.</p>	<p>Reinforce positive and proactive efforts to help students, staff and the school achieve successful outcomes including (but not limited to) Standards of Learning Test results, Annual Measureable Objective (AMO) results, State Accreditation Requirements, and Virginia Department of Education Recommended programs.</p>	<p>Maintain results that evidence meeting AMO requirements and reducing the incidences of suspension/expulsion in the schools.</p>	<p>Meet AMOs and maintain/achieve fully accredited status under Federal and State Benchmarks.</p> <p>Reduce office referrals by 10% over 6 years.</p> <p>Reduce suspensions/expulsions in individual schools by 10% over 6 years.</p>	<p>Director of Human Resources and Pupil Personnel, Building Administration, CO Directors, Technical Training and Assistance Center (Radford University), School Staff</p>	<p>Director of Human Resources and Pupil Personnel</p> <p>Building Administration</p> <p>Staff</p>

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Goal #3: Promote effective communication between employees and the Allegheny County Public School community (Board members, parents, Students, and community members.)

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
3.1 Power School, Parent Portal, school and Division website will be maintained with up to date information. All division websites are currently ADA compliant and that will be maintained.	Baseline data can be found in Attendance and Tardy data in PowerSchool, Division and School websites.	Consistent maintenance of data entry and website maintenance at set timelines across the Division. All website updates will be compliant with WCAG 2.0 standards.	No uncorrected substantiated parent/staff complaints about PowerSchool/ website information access.	No uncorrected substantiated parent/staff complaints about PowerSchool/website information access.	IT, TTRTs, administrative assistants	Building administrators Supervisor of Technology Instructional Technology (IT) Directors at SBO
3.2 Annual Surveys of School Climate, Title I services, and Indicator 8 Parent Surveys will be administered annually/bi-annually to determine communication satisfaction within specific areas.	Baseline data can be found in the latest School Climate Survey, Title I Survey, Indicator 8 Parent Survey Results.	Survey completion by given deadline.	No uncorrected substantiated issues from surveys.	No uncorrected substantiated issues from surveys.	IT, TTRTs, administrative assistants, special education staff	Building administrators Supervisor of Technology Instructional Technology (IT) Special Education staff
3.3 The Division will seek media involvement to communicate school and Division information and events.	The baseline data can be found in the current level of media reporting in newspapers, websites, radio, social media, etc.	Increase communication with local media and community	Media communication current with technology capability and communication trends (including Facebook, Twitter, Pinterest	Media communication current with technology capability and communication trends above the baseline.	IT, Building administrators, administrative assistants, Building media specialists	Building administrators IT Building media specialists

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3.4 The Division will hold from three to seven advisory committee meetings per year, dependent on the particular committee – teacher, classified, parent, minority, special education, safe schools, and school health advisory board.	Baseline data can be found in the Current meeting schedule/minutes/sign in sheets from the Division Master Calendar and the Division Special Education Meeting Calendar.	Maintain current Advisory Committee meetings, including Student Advisory Committee, with the opportunity for stakeholder participation.	Increase community participation in Advisory Committee meetings.	Increase community participation in Advisory Committee meetings above the baseline attendance data.	Meeting minutes and attendance records, staff, community	Central Office Staff Building Administrators
3.5 Schools will hold a minimum of two Parent/Teacher Conferences per year.	Baseline data can be found in the current ACPS 2015-2016 2017-2018 calendar, Parent Teacher Communication logs, and sign in sheets for Parent Teacher Conferences.	Maintain or increase parent participation in conferences. Extend hours for parents to provide after school hours for access.	Investigate options for expanding use of alternative conferencing methods (Student Led Conferences, video conferencing, I'm Determined, etc.)	Increase parent participation in conferences to 80% or better across the Division.	Parents, students, staff	Building administration Teachers

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Goal #4: Increase communication with community organizations and county government officials to promote, and support public education.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
4.1 The Division will promote school/community awareness of government actions.	Baseline data can be found in advisory committee meeting sign in sheets.	Educate stakeholders and increase participation in communication opportunities	Increased evidence of stakeholder communication/ involvement	Increased participation in Parent Advisory Committees over baseline	Media, School Messenger, Committee meetings and attendance, web page	Superintendent Building Administrators Central Office Administrators
4.2 The Division will communicate with Community Service Agencies and Business Partners.	The baseline is found in the current level of communication with Community Service Agencies and Business Partners including: Chamber of Commerce, Community Alternative for Positive Prevention, Community Policy and Management Team (CPMT), Family Assessment and Planning Team (FAPT), Boys’ Home, Community Services Board (CSB), Family Preservation Services, Career and Technical Education Advisory Committee business members, Dabney Lancaster	Maintain and explore expansion opportunities for communication with Community Service Agencies and Business Partnerships. Meet with each agency at least once during the 2015-16 2017-2018 school year. Develop business partnerships with at least 5 businesses.	Expand communication with Community Service Agencies and Business Partnerships. Develop business partnerships with at least 25 businesses. Utilize performance based assessments, work programs, and more internships.	Evidence of increase connections/ communications over baseline.	Media, Community Service Organizations, Local Businesses, Staff	Superintendent Building Administrators Central Office Administrators Staff

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	Community College, Governor’s school, Transition Employment Education for Alleghany High Students (TEACH) business partners (DSLCC, Lewis-Gale- Alleghany Hospital, Clifton Forge Library, Wal-Mart, Food Lion, CVS Pharmacy, YMCA, DSLCC, West Rock, Women of the Moose, Alleghany Foundation, Covington Library, Literacy Consortium, Youth Coalition, Alleghany/County Community Health Assessment.)					

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Goal #5: Promote community programs to address social and emotional issues, conflict management, and bullying.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
5.1 The Division will explore wrap around service capacity to provide a defined set of coordinated intervention services to meet individual student needs.	Baseline data is found in current School Based Intervention Team agendas and minutes, Student Graduation Team meeting agendas and minutes at the School and Division levels.	Implement wrap around services with Therapeutic Day Treatment (TDT), mental health counselor, and school social worker/truancy officer involvement. (Involve Court Services if possible.)	Implement wrap around services.	Implement wrap around services.	TDT, school social worker/truancy officer, mental health counselor, CO Directors, counselors, Community Services Board, Family Preservation Services, School Psychologist	Directors of Special Education, Assessment and Accountability, and Human Resources Superintendent Building administrators Mental Health Counselor School Social Worker/ Truancy Officer School Psychologist
5.2 The Division will explore options for social skills instruction.	The baseline is the current level of social skills instruction provided by school counselors and therapists on a group and/or individual basis.	Explore two other possible means of offering social skills instruction.	Increase the ways targeted social skills instruction is offered.	Increased implementation over baseline.	DARE, Second Steps, Every Day Elegance, Bullying Prevention Programs, ABA based programs, Responsive Classroom Program, therapists, counselors, Behavior Analyst	CO Directors Building administrators Counselors DARE Officer Staff Behavior Analyst
5.3 The Division will explore options	Baseline data can be found in the following:	Implementation of Peer Mediation and/or Anger Management	Increase the ways targeted to provide peer	Increased implementation over baseline	ABA based programs, therapists,	CO Directors Building administrators

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ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
/opportunities for implementation of Peer Mediation and/or Anger Management Education	limited anger management education done by mental health counselor, limited peer mediation done by counselors, administrators, or outside Therapeutic Day Treatment (TDT) counselors.	Education.	mediation and anger management education		counselors, behavior analyst, school psychologist	Counselors Behavior Analyst School Psychologist

Culture and Climate

Safety and Organization Management

Focus Area: Safety and Organization Management – Provide a safe environment that recognizes differences among students.

Goal #1: Require annual training and provide information to all employees regarding safety, harassment, employee rights, and responsibilities.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
<p>1.1 Ensure employee handbook reflects required employee notifications Ensure student/parent handbook includes required notifications</p>	<p>Employee handbook has been updated and placed on the division’s website Division’s parent/student handbook includes required notifications</p>	<p>100% compliance in all trainings and notifications. AED, CPR, blood borne pathogens, bullying, harassment, OSHA, as examples</p>	<p>100% compliance in all trainings and notifications.</p>	<p>100% compliance in all trainings and notifications.</p>	<p>Training videos, Simple K12, Employee handbook, Parent/Student handbook</p>	<p>Director of Assessment and Accountability Director of Human Resources and Pupil Personnel Building Administration Supervisor of Maintenance and Transportation</p>
<p>1.2 Require building administrators to certify specific trainings</p>	<p>Administrators have been provided specific training requirements.</p>	<p>The required certification is due the Department of Human Resources by December 31 of each year.</p>	<p>The required certification is due the Department of Human Resources by December 31 of each year</p>	<p>100% compliance in all notifications.</p>	<p>Training videos, Simple K12, Employee handbook, Parent/Student handbook</p>	<p>Director of Human Resources and Pupil Personnel Building Administration Supervisor of Maintenance and Transportation</p>
<p>1.3 Students, staff, bus drivers, cafeteria employees, substitute teachers, and maintenance workers, and custodians are provided safety training.</p>	<p>Review safety training in appropriate handbooks</p>	<p>Yearly training scheduled for all groups; document trainings;</p>	<p>Yearly trainings for all groups</p>	<p>Documentation of the training</p>	<p>Funding; training resources-videos, Simple K12, Employee Handbook; promote the positive aspects of teaching program(s) among current students</p>	<p>Director of Human Resources and Pupil Personnel Building Administration Faculty and staff Supervisor of Maintenance and Transportation</p>

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ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
1.4 Ensure student/parent handbook includes required notifications		Review of annual student/parent publication	100% compliance		Parent/Student handbook	Director of Assessment and Accountability Director of Human Resources and Pupil Personnel Building Administration Supervisor of Maintenance and Transportation

Focus Area: Safety and Organization Management – Provide a safe environment that recognizes differences among students.

Goal #2: Allegheny County Public Schools shall recruit, employ and retain highly qualified staff.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
<p>2.1 Target minority recruiting opportunities and/or qualified minority candidates while recruiting.</p>	<p>This past year ACPS employed 10 16 minority staff members or 2.5 4% (16/375) of the workforce. The division lost 1 minority employee this past year, but added two minority employees. ACPS student minority population is 7.5% 13% (295/2212). 10 14 of 208 178 (8%) recruiting contacts were minority. (Not including applications received on-line)</p>	<p>Increase the division's minority workforce to 3 5% - or the addition of 4 3 minority employees for the 2016-2017 2018-2019 school year. Target specific recruiting opportunities such as Virginia State University, Hampton University, and electronic recruiting boards such as Historically Black Colleges and Universities (HBCU)</p>	<p>Increase the division's minority workforce to reflect the minority student population – approximately 7.5 13%</p>	<p>Increase minority work force from 1% to 2% annually.</p>	<p>Recruiting personnel</p>	<p>Director of Human Resources and Pupil Personnel Administration</p>
<p>2.2 Provide competitive salary scales with appropriate benefits</p>	<p>Index Cohort: Salary rank 6 of 10 at step 0 and ranks 7 of 10 at max. Proximity cohort:</p>	<p>Rank 5 of 10 for 2016-2017 salary within index cohort.</p>	<p>Rank at 1 of index cohort for 2021-2022 year.</p>	<p>Continue to rank within index and proximity cohorts. Measure progress to goal of a 1 ranking.</p>	<p>Funding</p>	<p>Director of Human Resources and Pupil Personnel School Board</p>

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	Salary rank 8 7 of 13 14 at step 0 and 10 of 13 14 at max.					Superintendent Director of Finance Budget Committee
2.3 Attend recruiting fairs to recruit highly qualified staff	Allegheny County Public Schools attended 5 11 recruiting events during the 2014-15-2016-2017 school year with 178 contacts.	Attend at least 5 events per year with building level administrators. Attend the Salem Job Fair. 100% of highly qualified employees	Maintain attendance at current level of recruiting events. 100% of highly qualified employees	Maintain attendance at current level of recruiting events 100% of highly qualified employees	Recruiting materials Funding	Director of Human Resources and Pupil Personnel Principals Administration
2.4 Continued recruitment of highly qualified teachers	The percentage of highly qualified staff.	100% of highly qualified employees	100% of highly qualified employees	100% of highly qualified employees	Recruiting materials; funding	Director of Human Resources Principals
2.5 Assist teachers by providing mentoring and support	Teachers with 0 – 3 years’ experience are provided either mentors of buddies.	New teachers provided up to three years of assistance	Increase teacher retention rate	Increase teacher retention rate	Allegheny Induction and Mentoring Program (AIM~P) Mentors; buddies; central office support	School Board Director of Instruction Faculty and staff Director of Human

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ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
						Resources and Pupil Personnel Principals
2.6 Recognize the accomplishments of staff members	Continue Above and Beyond the Call of Duty (ABCD) awards program will be initiated during the 2015-16 school year	Recognize 20-25 10-15 staff members	Recognize 20-25 10-15 staff members	Recognize 20-25 10-15 staff members	Awards and recognition at public events, school board meetings, faculty staff picnics, etc.	Superintendent Director of Human Resources and Pupil Personnel Principals Clerk of the Board
2.7 Review and analyze staff exit survey	Based upon exit survey data for the 2015-2016 2016-2017 school year, employees left the division at the following rates: Family/Relocation: 18-34% 11-20% Retirement: 12-23% 18-33%	Monitor staff retention rates. 53 22 professional exits from the division for the 2015-2016 2016-2017 school year at a turnover rate of 14% 11%. Based upon research conducted by UVA and Stanford University, exit	Implement the VDOE exit survey instrument. Create an exit platform from the division's website.	Reduce exit rate to 12% 10% for the 2016-2017 2017-2018 school year.	Funding Technology Assistance VDOE Templates if made available Recruit personnel with a long-term commitment to our division.	Director of Human Resources and Pupil Personnel Principals Central Office Administration

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	Career Change: 6-11% 8-24% Salary/Benefits: 6-11% 3-6% Administrative Reasons: 5-9% 5-9% Other: 4-8% 4-7%	rates for public schools typically range from 8% to 17%.				

Focus Area: Safety and Organization Management – Provide a safe environment that recognizes differences among students.
Goal #3: Annually review and update procedures for school building safety, security audits, threat assessments and crisis planning.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
3.1 Review and evaluate the all safety plans.	Previous year’s safety data (fire drill times, lock down compliance, bus evacuation drills, etc.)	100% compliance with Safety Audit.	100% compliance with Safety Audit.	100% compliance with Safety Audit.	Annual Training Local First Responders	School Safety Teams Division Safety Team School Board
3.2 Maintain a division wide safe schools’ committee comprised of staff, parents, community members, and students to ensure compliance with the Virginia Department of Education school safety audit protocol and recommended safety and security measures. The school’s committee will serve as the division’s	The division safe schools’ committee shall review each school’s safety audit and submit any plans for improving school safety. An emergency manager has been designated. School safety committees exist in all schools. Each school’s safe school committee shall complete the annual Virginia School Safety Audit, conduct a school inspection walk through using a standardized checklist	Safe schools committees in each school shall meet bi-annually to review and update safe school plans. June 15 – School crisis, emergency management, and medical emergency response plans due to the Director of Human Resources August 1 – School Board members review and certify school plans; Superintendent certifies School board review August 31 – Completion of the Virginia School	All recommendations from the division-wide safe schools’ committee to be implemented; Alleghany High School will administer a Staff Climate Survey and a Student Climate Survey to 9th, 10th, and 11th graders during the Spring of 2016 and again every even calendar year. Clifton Middle School will administer a Staff Climate Survey and a Student Climate Survey to 7th and 8 th	The division-wide safe schools’ committee shall meet at least three times a year to monitor progress of steps taken to address safety concerns.	Selection of committee members; training for committee members; time; funding	Director of Human Resources and Pupil Personnel Supervisor of Maintenance and Transportation Principals

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school safety audit committee.	developed by the Virginia Center for School Safety and review and update school safety plans.	<p>Safety survey by each school October 15 – The Director of Human Resources shall provide each school with safety audit.</p> <p>As directed by DCJS – The Director of Human Resources shall provide each school with safety audit information.</p>	<p>graders during the Spring of 2017 and again every odd calendar year.</p> <p>YRBS will be administered during even numbered years to students in grades 8, 10, and 12.</p>			
3.3 Create consistent school level safety plans aligned with the division’s safety and response plans.	<p>Each school and the division maintain and revise a safety plan as required. Plans vary from school to school.</p> <p>Starting in 2017, the division implemented common practices and terminology as presented by the I Love U Guys Foundation and</p>	Revise safety plans of all schools and the division into a consistent format inclusive of all required components.	Maintain revised and consistent plans as required.	Revised documents completed by August 1 annually.	Division and school safety plans. Sample documents.	<p>Director of Human Resources and Pupil Personnel</p> <p>Supervisor of Maintenance and Transportation</p> <p>Principals</p>

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	Safe and Sound Schools.					
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Goal #4: To ensure that each facility meet or exceed security and safety standards to include electronic security measures.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
4.1 Review current electronic access measures.	All schools have electronic security measures at main entrances. Central office complex does not. The new alternative education location does not have access control. All school facilities are equipped with cameras.	Place electronic needs on CIP.	All schools, including central office complex are equipped with electronic security measures at entrances.	100% compliance	Allegheny Foundation Funding; Capital Improvement Plan	Director of Human Resources and Pupil Personnel Supervisor of Maintenance and Transportation Principals
4.2 Adequately maintain facilities	Annual building assessment completed in Fall	Building assessments completed; prioritize needs by building and division	Building needs updated and included on the CIP	Completion of needs in each building	Funding	Supervisor of Maintenance and Transportation Principals

Focus Area: Safety and Organization Management – Provide a safe environment that recognizes differences among students.

Goal #5: Ensure the expenditure of all funds is efficient and cost effective.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
5.1 Where feasible, instructional supplies will be ordered in bulk	Currently, instructional supplies are ordered at the school level with the exception of paper, textbooks, and copier leases.	Reduce cost	Reduce cost	Reduce cost and increase bulk orders	Centralize procurement	Central office staff Principals
5.2 Fuel and utility costs will be monitored.	The costs during the 2014-15 school year will be used as baseline data.	Track and establish baseline data for fuel and utility efficiency.	Reduction in fuel and utility costs	Reduction in fuel and utility costs		Supervisor of Maintenance and Transportation Director of Finance
5.3 The identification of surplus items that may be sold or used as trade-ins	List of items	Develop a yearly list	Develop a yearly list; documentation of sales	Yearly list; sales receipts		Supervisor of Maintenance and Transportation Director of Finance
5.4 Reduction of paper usage	The amount of paper used during the 2014-15 school year will be the baseline data.	5% reduction in paper usage	25% reduction in paper usage	Reduction in funds used for paper and printer cartridges	Staff cooperation; enhanced copier contract Chromebook usage	Staff
5.5 Maintain efficient operation of food services	Funds in the food services budget	Maintain level funding/expenditures	Maintain level funding/expenditures	Maintain level funding/expenditures		Division Cafeteria Manager Director of

Focus Area: Safety and Organization Management – Provide a safe environment that recognizes differences among students.

Goal #5: Ensure the expenditure of all funds is efficient and cost effective.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
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						Finance
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Focus Area: Safety and Organization Management – Provide a safe environment that recognizes differences among students.

Goal #6: Maintain a framework to address the needs, goals, and priorities of the division.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	3 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
6.1 To review the current technology plan.	Current Technology Inventory.	Strive to improve current technology and/or infrastructures annually within ACPS.	To complete projects during the 3 year cycle.	Complete 100% of the projects during the 3 year cycle as amended by the Annual Technology Plan.	Financial Grants/ Alleghany Foundation	Supervisor of Technology Technology Committee School Board Central Office Staff Superintendent Maintenance Staff
6.2 Develop a formal replacement cycle for technology	Current age of technology hardware; develop plan of replacement	Meet annual replacement cycle.	Technology hardware should not be older than five years	Technology hardware should not be older than five years	Funding	Director of Instruction Supervisor of Technology
6.3 Develop formal replacement cycles for vehicles	15 year bus replacement cycle is current; Develop replacement cycles for car and utility fleets	Meet annual replacement cycle.	15 year of service for buses; 10 years of service for utility fleet vehicles; 8 years of services for automobiles	Reduce maintenance costs, fuel, and lost staff time due to repairs	Funding	Supervisor of Maintenance and Transportation

Focus Area: Safety and Organization Management –Provide a safe environment that recognizes differences among students.

Goal #7: Maintain and update five-year capital improvement plan in accordance with state guidelines.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
7.1 Review the current Capital Improvement Plan	Capital Improvement Plan	Revise as needed the annual plan.	To complete projects during the five year cycle.	Complete 100% of the projects during the five year cycle as amended annually by the Capital Improvement Plan.	Financial Resources Grants Alleghany Foundation Fund Raising	School Board Central Office Staff Maintenance Staff

Focus Area: Student Academic Progress – Maintain a program of instruction that results in acceptable, measurable, division wide student academic progress based on established standards.

Goal #1: Restructure alternative education while maintaining compliance with federal ESEA and state requirements to assist students who may be at risk of failing to meet graduation requirements.

Action Steps	Baseline Data	Annual Target	5 Year Target	Measurable Outcome Progress	Resources Needed	Position Responsible
1.1 Implement remediation programs at Alleghany High School to improve Turning Point graduation rate and SOL pass rate for Turning Point students	Turning Point graduation rate: 52% 2016-2017 – 16 students graduated, 6 students earned a GED = 92% 2 student dropped out = 1% SOL pass rate: 36% 2016-2017 SOL pass rate = 36%	Develop and implement a research proven remediation program. Reduce Turning Point dropout rate by 10% and SOL failure rate by 10% in all end of course SOL assessments	100% graduation rate of Turning Point students and 95% pass rate in end of course assessments	Graduation rate for Turning Point students and SOL end of course test results, the implementation of a remediation program	Alleghany High School Teachers Lesson plans from teachers Distance learning programs - Apex and Plato SOL Pass online program Classroom(s) Printed or computer-based materials (Coach books)	Alleghany High School administration and Turning Point teachers Director of Assessment and Accountability
1.2 Implement test preparation instruction for end of course assessments through coordination of Alleghany High School and Turning Point	SOL pass rate: 50% 2016-17 SOL pass rate = 36%	Reduce SOL failure rate by 10% in all end of course assessments, the development of a test preparation instruction program	95% pass rate on end of course assessments	SOL end of course results	Alleghany High School teachers (2-3 weeks prior to end of course testing) Turning Point teachers	Turning Point lead teacher and AHS administrations

<p>1.3 Separate the Alleghany High School Alternative Education program from the existing regional program and establishing a new the program under the auspices of Alleghany County Public Schools</p> <p>COMPLETED</p>	<p>Course pass rates 50%</p> <p>SOL pass rates: 36%</p> <p>Graduation rates: 52%</p> <p>Evaluate the cost of program</p> <p>Determine site location</p>	<p>Year 1: Year 2: Year 3: Year 4: (to be determined by committee)</p>	<p>Full implementation of Alleghany County Public Schools Turning Point Program</p> <p>2016-17 COMPLETED</p>	<p>Course pass rates 2016-17 85%</p> <p>SOL pass rates 2016-17 36%</p> <p>Graduation rate 2016-17 92%</p>	<p>Exploratory and Implementation committee(s) Appropriate facility 4 core teachers</p>	<p>Director of Assessment and Accountability</p> <p>Principal of Alleghany High School</p> <p>Lead teacher at Turning Point</p>
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Focus Area: Student Academic Progress – Maintain a program of instruction that results in acceptable, measurable, division wide student academic progress based on established standards.

Goal #2: Development of a division wide prevention protocol for identifying at risk students at the elementary, middle and high school levels in order to maintain positive trends in the high school graduation rate.

Action Steps	Baseline Data	Annual Target	5 Year Target	Measurable Outcome Progress	Resources Needed	Position Responsible
<p>2.1 Coordinate efforts between school and division level prevention teams; All school counselors and administrators will identify at risk students using attendance, academic and behavior data</p> <p>23/45 day meetings with administrators at schools</p>	<p>Graduation rate: AHS OTGR: 86% AHS FGI: 80%</p>	<p>Development of a school response team at all schools</p> <p>+5 percentage points per year</p>	100% OTGR	<p>+5 percentage points per year</p> <p>2016 OTG=92.9% 2016 FGI=84.89% 2017 OTG=91.1% 2017 FGI=83.33%</p>	<p>School Response Team School Based Intervention Team Student Graduation Team</p>	<p>Director of Assessment and Accountability with assistance from School counselors, School administrators, School Based Intervention Chairpersons, Attendance Officer, School Nurses, Mental Health Counselor, School Psychologists</p>
<p>2.2 Expand counseling services to support student growth both academically and socially</p>	<p>Counseling services are planned and developed to provide the academic and social needs of students including career education. The development of a Jk-12 program</p>	<p>The development and implementation of a JK-12 program.</p>	<p>The complete implementation of the JK-12 program.</p>	<p>Counselors will meet with 100% of 7th – 11th graders to develop career goals</p> <p>Counselors developed a K-12 comprehensive counseling program.</p>	<p>Training for counselors</p>	<p>Director of Assessment and Accountability</p> <p>Principals</p>

Focus Area: Student Academic Progress – Maintain a program of instruction that results in acceptable, measurable, division wide student academic progress based on established standards.						
Goal #3: Exceed performance criteria for state and federal designations to achieve Fully Accredited status at all schools and division level.						
Action Steps	Baseline Data	Annual Target	5 Year Target	Measurable Outcome Progress	Resources Needed	Position Responsible
<p>3.1 Develop school/division improvement plans for schools that do not meet state accreditation status</p> <p>23/45 day meetings with school administration</p>	<p>Full State Accreditation status for 4 of 5 schools</p>	<p>English 75% Math 70% Science 70% Social St. 70%</p>	<p>95% in all areas</p>	<p>SOL scores</p> <p>2016-17 Reading 74% History/SS 81% Math 70% Science 73%</p>	<p>School Improvement / Leadership Teams</p>	<p>Teachers and school administrators</p> <p>Director of Instruction</p> <p>Direction of Special Education</p> <p>Director of Assessment and Accountability</p>
<p>3.2 Identify students in Federal Gap Group 1, specifically Students with Disabilities, who did not pass SOL assessments and provide intensive instruction to reduce the failure rate by 10% annually</p>	<p>Gap group 1 pass rate percentage in English: 63% (Students with Disabilities: 34%)</p> <p>Gap group 1 pass rate percentage in Math: 62% (Students with Disabilities: 31%)</p>	<p>Reduce failure rate by 10% for Students with Disabilities in English and Math</p>	<p>Exceed the annual measurable objective established by the federal government</p>	<p>SOL scores in Gap Group 1 and Students with Disabilities</p> <p>2016 Reading SWD=30% Econ Dis=66%</p> <p>2016 History SWD=45%</p> <p>Math SWD=35%</p>	<p>School Improvement Teams</p>	<p>Teachers and school administrators</p> <p>Director of Special Education</p>

				Econ Dis=61%		
				Science SWD=34%		
				Econ Dis=66%		
3.3 Monitor student achievement through a variety of assessments	Benchmark unit assessments have been created for both the secondary and elementary levels	Benchmark unit assessments will be revised and upgraded as necessary, and will include Technology Enhanced Items (TEI) and critical thinking questions. Student achievement data will be reviewed regularly. Longitudinal data will be reviewed to determine individual student and cohort growth with a focus on sub-groups. Pre and post tests will be administered.	Benchmark assessments will be located in Interactive Achievement and a test bank of questions for core area subjects will be developed.	Benchmark assessments and test bank questions will continually be reviewed and updated.	Contracted Staff to update assessments and develop test bank, technology infrastructure for additional computer testing	Director of Assessment and Accountability Director of Instruction Director of Special Education TTRTs

Student Academic Progress

Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.

Goal #1: Provide a curriculum to address 21st Century skills in grades JK-12.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
1.1 Unpack Standards of Learning, review annually and update curriculum guides to address content and cognitive level.	End of Year 2013-2014 SOL test scores (student performance by question report). Curricula must continue to undergo an annual review	Curricula will be revised and annual benchmarks established by the Virginia Department of Education and/or improvement over previous year.	95% pass rate and complete alignment of the curricula	Annual SOL results and complete alignment of the curricula	Staff development time; trained teachers	Principals Classroom teachers Director of Instruction Director of Special Education Director of Assessment and Accountability
1.2 Ensure that lesson planning includes differentiation of instruction.	Curriculum audits 2013-2014 and 2014-2015 and 2016-2017	Inclusion of differentiation in lesson plans	100% lesson plans will include a differentiation component	Lesson Plans	Staff development on differentiation of instruction	Classroom teachers Principals Director of Instruction
1.3 Ensure that curricula are vertically aligned.	SOL scores	Annual benchmarks established by the Virginia Department of Education and/or improvement over previous year.	95% pass rate	Annual SOL results	Staff development time	Director of Instruction Principals
1.4 Develop common assessments in core content areas at each grade level.	Current assessments-pre, mid, and post.	Two common assessments per semester beyond benchmark requirements.	One common assessment per six weeks.	Assessments	Staff development time	Principals Director of Instruction Director of Assessment and

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Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.

Goal #1: Provide a curriculum to address 21st Century skills in grades JK-12.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
1.5 Provide professional development to improve individualized learning opportunities for students	Develop a 3 to 5 year staff development plan	During year one, develop and begin implementation of staff development plan	Complete implementation of the staff development plan; a yearly review of the plan with revisions and updates	Implementation of the plan	Curriculum and resources	Director of Instruction Principals
1.6 Develop activities in the classroom that promote Science, Technology, Engineering, Arts, and Math (STEAM) and environmental equity.	At this time there is no comprehensive plan has been developed.	Each school will add STEAM activities to classroom instruction	A comprehensive plan shall be developed by the Technology Committee during the technology planning process.	Undetermined at this time.	Funding for resources, materials, activities, and other related activities.	Director of Instruction Principals Gifted teachers Technology Committee
1.7 Align Career and Technical Education (CTE) curriculum with competencies	CTE credentialing assessment results 2013-2014	70% pass rate	95% pass rate	Annual credentialing assessment results	Staff development and curriculum alignment work	CTE teachers Director of Assessment and Accountability
1.8 Incorporate Character Counts activities throughout each school	Principal logs for 2014-2015; Disciplinary referrals 2014-2015	5% decrease in disciplinary referrals	25% decrease in disciplinary referrals	Annual principal logs	Character Counts recognition at the school (financially supported by business	Principal Director of Assessment and Accountability

					partnerships and PTOs) and division levels (school board meetings)	Teachers
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Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.

Goal #1: Provide a curriculum to address 21st Century skills in grades JK-12.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
1.9 Develop a plan for project based learning	-Finding a site -Cost to upgrade facilities -Cost to implement program	By 2016-2017 2017-2018: -Complete planning By 2017-2018 2018-2019: -Begin implementation with grades 9 and 10	2020-2021: Review program for educational results	Improvement of educational results	Partnering with Covington City Schools and The Alleghany Foundation Virginia School University Partnership Buck Institute for Education Seminar Summer 2017	Director of Instruction Superintendent
1.10 Develop a program with Dabney S. Lancaster Community College that will afford AHS students the opportunity to graduate from high school with a high school diploma and an Associate’s degree and/or a CTE certification.	Develop a pilot plan 2016-2017: -Find 25 academic students who qualify for pilot program at end of sophomore year -First year costs \$40,000 -Second year and annual costs \$80,000 -Third year and CTE program costs \$40,000	Develop a pilot plan 2016-2017: -Find 25 academic students who qualify for pilot program at end of sophomore year -First year costs \$40,000 -Second year and annual costs \$80,000 -Third year and CTE program costs \$40,000	2019-2020 Evaluation of program	2017-2018 Graduation and Associate degree rates – 100%	2016-17- \$40,000 2017-18- \$80,000 2018-19- \$120,000 2019-20- \$160,000 Partner with The Alleghany Foundation	Director of Instruction Superintendent High School Principal Director of Assessment and Accountability

	-Fourth year costs \$80,000	-Fourth year costs \$80,000				
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Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.

Goal #1: Provide a curriculum to address 21st Century skills in grades JK-12.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
1.11 Expand the implementation of the Responsive Classroom Strategies to all staff at elementary, middle, and high schools levels and Consider Positive Behavior Intervention System (PBIS) at the middle and high school levels.	Certain teachers at both elementary and middle school have currently implemented Responsive Classroom strategies.	Increase the number of teachers implementing the Responsive Classroom Strategies at the middle and elementary levels.	2016-2017: Begin the implementation of the program at the high school level. Begin PBIS training at the middle school and high school. Complete the implementation at all levels and review for academic progress.	% of staff implementing programs Improvement in academics and SOL scores	Funding to provide staff development Partnering with The Allegheny Foundation	Director of Instruction Principals

Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.

Goal #2: Improve the screening process for identifying students at risk of failure and maintain a program of remediation and recovery for students who may be at risk of failing to meet graduation requirements.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
2.1 Identify students at risk of failure and provide individualized intervention and remediation services.	Each school will identify by analyzing current academic progress, age, SOL scores, attendance record, disciplinary record	Decrease the number of at risk students by 2%	Decrease the number of at risk students by 10%	Grades, retentions, attendance failures, SOL scores, Crime Violence and Discipline report, 23/45 Day meetings, Student Graduation Team	Remediation teacher at each school with 2 at the high school and middle school (7 new positions)	Principals Classroom teachers Superintendent Director of Instruction Director of Assessment and Accountability Director of Special Education
2.2 Utilize technology based and virtual programs aligned with Virginia Standards of Learning (SOLs) to assist in providing for the individualized intervention and remediation needs	Current academic progress, age, SOL scores, attendance record, disciplinary record	Decrease the number of at risk students 2%	Decrease the number of at risk students by 10%	Percentage of students participating in virtual credit recovery/remedial programs	Virtual programs and software	Principals Director of Instruction

of at risk students.						
2.3 Provide structured support for students being exited from special education	Current academic progress	Varies according to students exiting, but students should maintain current level of performance	Varies according to students exiting, but students should maintain current level of performance	Grades, SOL scores, standard and verified credits, growth assessment progress	Transition specialist	Director of Special Education Director of Instruction Director of Assessment and Accountability School counselors

Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.						
Goal #3: Maintain current applications of technology for integration throughout the curriculum. Implement One-to-One technology initiative at the high and middle schools.						
ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
3.1 Identify and implement a virtual initiative: 1 to 1 initiatives to begin at the middle school, high school and in fourth and fifth grades 1:1 Initiatives will continue at the middle school and high school and will be implemented at the elementary schools in grades 1-5	Device identification in 2015-2016 2017-2018 school year (grades 1 and 2) The decision will be based upon student needs and instruction.	Device replacement will be competed on a three-year rotation. Devices will be purchased for grades 1-4 in the spring of 2018. Devices will be distributed for grades 1-4 in the fall of 2018.	Implementation of Chromebooks in grades 3-12 and device (TBA) in grades 1-2.	Implementation of 1:1 initiatives	Hardware-devices, staff development 2 1 additional TTRT for a total of 5	Technology Committee TTRTs Education Specialist for Technology Director of Instruction Supervisor of Technology
3.2 Identify Monitor the lifespan of the devices and prepare	Inventory of devices 2016-2017 school year. Maintained in	20% replacement annually AHS – Spring 18-19	100% replacement	Annual inventory of devices	Software	Director of Instruction

a replacement schedule	Powerschool.	CMS – Spring 19-20 Grade 5-Fall 20-21 Grades 1-4 in Spring 20-21				Supervisor of Technology
3.3 Determine applications and their lifespan to be utilized on devices	Inventory of applications 2016-2017 2017-2018 school year.	Annual analysis	Annual analysis	Annual inventory of devices; curriculum guides	Applications, software, and MDM software	TTRTs Educational Specialist for Technology Director of Instruction Supervisor of Technology

Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.

Goal #3: Maintain current applications of technology for integration throughout the curriculum. Implement One-to-One technology initiative at the high and middle schools.

ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
3.4 Determine the role of the teacher within a 1:1 environment	Clearly defined role of teacher and create maintain a staff development plan during 2015-16 2017-18 school year	Identified in staff development plan	Identified in staff development plan	Staff development plan Training logs	Staff development	1:1 Committee TTRTs Building Administration Director of Instruction Supervisor of Technology
3.5 The implementation of	Current staff development plan	Identified in staff development plan	Identified in staff development plan	Training logs	2 additional TTRTs (for a total of 5)	TTRTs

an ongoing staff development program to support the 1:1 Initiative	during 2016-2017 2017-2018 school year Needs assessment completed in the 2016-2017 year			Staff development plan	1 additional TTRT	Educational Specialist for Instructional Technology Supervisor of Technology Director of Instruction
3.6 Determine the sustainability of the 1 to 1 initiative	Yearly cost analyses of the 1 to 1 initiative as well as anticipated replacement costs	The estimated cost of the 1 to 1 initiative during the first year of implementation. Budget for three-year replacement cycle.	The estimated cost of the 1 to 1 initiative during the first five years of implementation. Budget for three-year replacement cycle.	The estimated cost of the 1 to 1 initiative during the first year of implementation. Budget for three-year replacement cycle.	Annual Financial support for the replacement schedule Annual training for the teachers new to the division	Director of Instruction Director of Finance
3.7 The addition of one technology staff member. Establish a division Instructional Technology department consisting of 3 staff members	The cost of the additional staff member	\$70,000	Additional staff may be necessary.	Efficient and effective program operation.	Financial support	Director of Instruction Director of Finance Supervisor of Technology
Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.						
Goal #3: Maintain current applications of technology for integration throughout the curriculum. Implement One-to-One technology initiative at the high and middle schools.						
ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
3.8 7 Improve data disaggregation and coordination throughout the school division	Synopsis of all data disaggregation efforts 2015-2016 2017-2018 school year	See 5 year target	Increase efficiency of data disaggregation by consolidating into one Longitudinal	Annual report	Longitudinal Data System (Powerschool Assessment and Analytics)	Principals Director of Assessment Accountability

			Data System which would include grades, age, SOL scores, attendance, discipline, benchmark scores, standardized test scores (PALS, ARDT, workplace readiness, credentialing, etc) disaggregated by federal and state subgroups			Director of Instruction Director of Special Education
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Focus Area: Teaching and Learning - All students will achieve the highest possible standards academically and in terms of student academic progress.						
Goal #4: Enrich and expand diverse achievement opportunities for all students.						
ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
4.1 Expand Project Based/Problem Based learning and assessment at each school	Alternate Assessments in 2015-2016 and 2016-2017 lesson plans	20% of teachers will incorporate at least one PBL experience for students and this number will increase by 20% annually	100% of teachers will incorporate at least one PBL experience for students	Lesson plans and alternate assessments	Staff development and instructional materials	Teachers Director of Assessment and Accountability

						Director of Instruction Principals Education Specialist for Technology TTRTs
4.2 Increase the percentage of students enrolled in advanced course work	Percentage of students enrolled in foreign language and advanced math at the middle school; percentage of students receiving advanced studies diplomas; percentage of juniors and seniors enrolled in dual enrollment and advanced placement courses	5% increase in each area of the baseline data	25% increase in each area of the baseline data	Enrollment	Additional staff qualified to teach dual enrollment and middle school advanced math	High school and Middle school principals and counselors CMS ASPIRE teacher Director of Instruction Director of Assessment and Accountability
Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.						
Goal #4: Enrich and expand diverse achievement opportunities for all students.						
ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
4.3 Expand dual enrollment to include early college/associate degree opportunities	Enrollment in dual enrollment courses 2015-2016	Increase enrollment in dual enrollment and advanced courses by 5%	Increase enrollment in dual enrollment and advanced courses by 25%	Creation of associate degree pathway and number of students achieving an associate's degree	Additional teachers qualified to teach dual enrollment courses; tuition for on DSLCC campus courses	Counselors High school principal Director of Human Resources

						Director of Instruction Superintendent
4.4 Increase enrichment opportunities for elementary and middle school students	Identify enrichment opportunities for students JK-8	Increase the number of enrichment opportunities by 5%	Increase the number of enrichment opportunities by 25%	Enrollment in enrichment opportunities	Partnerships with community members to support offerings	Teachers Principals
4.5 Increase opportunities in arts education	Arts offerings 2015-2016	Increase course offerings at the high school by 50%	Increase course offerings at the high school by 50%	Annual arts offerings	Additional full time elementary music position	Director of Human Resources
4.6 Increase the percentage of students involved in Career and Technical Education courses	Enrollment in CTE courses at the middle school, high school and JRTC	Increase enrollment by 5%	Increase enrollment by 25%	Enrollment in CTE courses at the middle school, high school and JRTC	Additional CTE programs	CTE Instructors Counselors Principals Director of Assessment and Accountability
Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.						
Goal #4: Enrich and expand diverse achievement opportunities for all students.						
ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
4.7 Expand CTE opportunities to achieve credentialing certification	Identify credentialing assessments and pass rates for each CTE course 2015-	Increase pass rate by 5%	Increase pass rate by 25%	Credentialing assessment pass rates	Software to support CTE assessment prep	CTE Instructors Counselors Principals

	2016.					Director of Assessment and Accountability
4.8 Explore partnerships with local businesses and industries to support CTE programs	Business partnerships and CTE Advisory Committee 2015-2016	Increase the number of business partnerships with CTE courses by 5% annually	Increase the number of business partnerships with CTE courses by 25%	Business partnerships	Support of local business; liaison between the schools and businesses	CTE Instructors Counselors Principals Director of Assessment and Accountability

Focus Area: Teaching and Learning – All students will achieve the highest possible standards academically and in terms of student academic progress.						
Goal #5: Gathers, analyzes, and uses a variety of data to guide planning and decision-making consistent with established guidelines, policies, and procedures that result in student academic progress.						
ACTION STEPS	BASELINE DATA	ANNUAL TARGET	5 YEAR TARGET	MEASURABLE OUTCOME PROGRESS	RESOURCES NEEDED	POSITION RESPONSIBLE
5.1 The creation of a work group to investigate, collect data, analyze and then develop and implement a plan to improve the reading performance of students, K-12.	Committee created due to performance on 2015-2016 reading scores	Decrease the failure rate on the reading SOLs by 10%	Improve the pass rate on the Reading SOL to at least 80%	SOL scores	Staff development	Director of Instruction Director of Special Education Building Principals Reading Specialists
5.2 The creation of a work group to investigate, collect data, analyze and then develop and implement a plan to improve the math performance of students at	Committee created due to performance on 2015-2016 Math scores at AHS	Decrease the failure rate on the math SOLs at AHS by 10%	Improve the pass rate on the math SOL tests to at least 70%	SOL scores	Staff development Remediation resources	Director of Instruction AHS Principal Superintendent Director of Assessment and

Alleghany High School						Accountability
5.3 The creation of a plan to improve the academic performance of special need and 504 students particularly related to reading, writing, and mathematics. ACPS will continue to work with staff to refine co-teaching practices with regular and special education teachers. The team will create a plan to ensure the improvement of the graduation rate of special needs students during a three year period.	Committee created due to performance of SPED/504 students during 2015-2016	Decrease the failure rate on the reading, writing, and math SOL assessments of students with disabilities by 10%	Improve the pass rate of students with disabilities on the reading, writing, and math SOL assessments by 25%	SOL scores	Staff development Data disaggregation	Director of Special Education Director of Instruction Building Principals Teachers
5.4 Constantly implement and monitor attendance procedures at all schools	Attendance data for 2016-2017 school year	Decrease the percentage of students identified as chronically absent by 10%	Meet the state benchmarks for the number of students absent by 10%	Absentee data		Director of Assessment and Accountability Principals Visiting teacher

Teaching and Learning