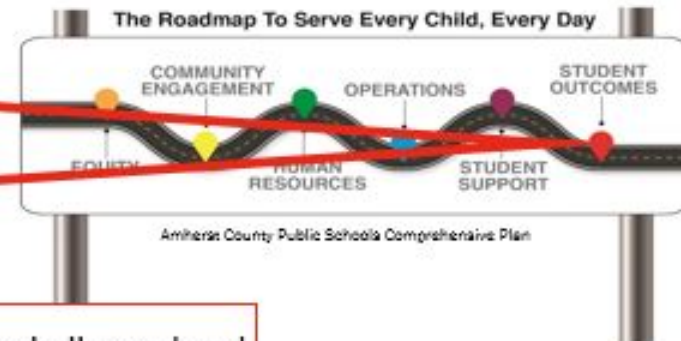


STUDENT OUTCOMES



Achievement Outcomes

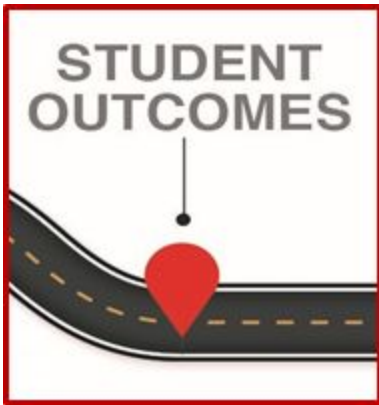
Objective 1: Ensure that all ACPS students, PK-12, will be challenged and supported to achieve a high standard of academic performance and growth.

Learner Outcomes

Objective 2: Ensure that all ACPS students, PK-12, will be offered individualized and learner-driven opportunities to prepare them for postsecondary education, a viable career path, or military service.

Civic Engagement Outcomes

Objective 3: Ensure all ACPS students PK-12 will be offered opportunities to learn and participate in age appropriate civic engagement activities.



Target Area: Student Outcomes

Guiding Statement: It is the belief of Amherst County Public Schools that all students participate in an educational experience that prepares them for the challenges and opportunities of life in an ever-changing world. We believe our responsibility is to instill in students the desire for excellence and the wisdom to seek it in every aspect of their lives.

To that end, we believe that all students must acquire the knowledge and skills necessary for responsible citizenship, productive employment, and lifelong learning.

Objective 1: (Achievement Outcomes) Ensure that all ACPS students, PK-12, will be challenged and supported to achieve a high standard of academic performance and growth.

ACTION STEPS

Strategies	Person(s) Responsible	Timeline	Resources	Monitoring
<p>Meet division, state, and federal targets for assessment and accreditation.</p> <ul style="list-style-type: none"> ● Professional Learning Communities (PLCs), Data Committee, Grade level/Department or other similar structure will address target areas for growth and closing the achievement gap (content, grade level, subgroup). <ul style="list-style-type: none"> ○ Monitor all subgroups. ○ Develop and use strategies specific to support underperforming sub groups in order to close the achievement gap. 	<ul style="list-style-type: none"> ● Superintendent ● Director ● Instructional Supervisors and Specialists ● Principals ● Teachers ● Counselors 	<p>2019-2021 2019-2020 Fall 2019 Continuous, as standards change 2019-2022</p>	<p>PLC/Department Meeting Agenda and Data Tracking Documentation</p> <p>Resources that identify various interventions</p> <p>Database of Performance Based Assessments by grade level/content</p> <p>Documentation of Master Schedule Review and feedback provided</p> <p>Documentation of appropriately aligned lesson plans</p>	<p>Continuous monitoring using the state Continuous School Improvement Plan (CSIP) Review process.</p>

<ul style="list-style-type: none"> ● Develop and maintain Performance-Based Assessments for students to show their understanding through the use of communication, collaboration, and critical thinking skills. ● Administrative Staff will review master schedules for all ACPS elementary schools to ensure proper allocation of time to reading and math direct instruction and remediation. ● Curriculum, instruction, and assessment will be closely aligned to the Virginia Standards of Learning. <ul style="list-style-type: none"> ○ Teachers will use available resources to unpack the standards. ○ Teachers will plan and deliver instruction that meets the content and cognitive levels of the standards. ○ Teachers will create formative and summative assessments that align with the content and cognitive level of the standards. ○ Principals will monitor the unpacking, instructional, and assessment process. ● Provide professional development and support to faculty and staff in order to support students to become proficient in the areas of math and literacy. <ul style="list-style-type: none"> ○ Promote and provide training in the area of differentiated instruction for all teachers and instructional aides. (Y1) ○ Promote and provide training in the area of progress monitoring and goal setting with students and parents at conferences.(Y2) 			<p>Lesson plans and observation feedback</p> <p>Documentation of appropriately aligned assessments and Table of Specifications</p> <p>Documentation of lesson plan reviews and observation feedback</p> <p>Trainers</p> <p>Documentation of training - dates and information delivered</p> <p>Documentation of continuous support through the implementation process</p>	
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<ul style="list-style-type: none"> ○ Promote and provide training in the area of targeted remediation and intervention practices using methods of progress monitoring to determine response. (Y1-3) ○ Promote and provide training in the area of Professional Learning Community. (Y2) 				
<p>Develop an academic committee to research and evaluate methods to increase student engagement, academic performance, and innovation. The committee will include a diverse group of educators from all stakeholder groups: teachers, instructional aides, principals, central office administrators, students, Information Technology Resource Teachers (ITRTs), Librarians, School Counselors, etc.</p> <ul style="list-style-type: none"> ● Committee will evaluate and determine types of training/PD needed for staff in order to support student engagement and academic performance. ● Committee will explore and recommend how to successfully implement the principles of the Engineering Design Process into instruction PK-12. ● Ensure that all schools have adequate resources available in order to design, plan, and deliver engaging individualized instruction such as Advanced Placement (AP) seminar, Talented and Gifted (TAG), Science Technology Engineering Arts and Math (STEAM), and Career and Technical Education (CTE) programs. 	<ul style="list-style-type: none"> ● Superintendent ● Director of Academics ● Instructional Supervisors and Specialists ● Principals ● Teachers ● Counselors 	<p>2019-2021 2019-2021 2022-2025</p>	<p>Committee members, agendas, and dates of meetings</p> <p>Documentation notes from committee that include: types of training, recommendations for implementation</p> <p>List of resources by division and building leaders</p>	<p>Annually</p>
<p>Continue to develop and implement a division wide Virginia Tiered Systems of Supports (VTSS) program for shared visions and expectations of all students and to promote the academic, social, emotional and behavioral competencies of all students.</p>	<ul style="list-style-type: none"> ● Superintendent ● Director of Academics ● Instructional Supervisors and Specialists ● Principals 	<p>2019-2025</p>	<p>Committee members, agendas, and dates of meetings</p> <p>School level committee members, agendas, and dates of meetings</p>	<p>Annually through the use of the VTSS needs assessment process</p>

<ul style="list-style-type: none"> • Create a committee with stakeholders from each part of the division to begin development of VTSS criteria. • Schools to implement a problem solving team to identify, address, and resolve school-wide social and academic concerns based on division wide and school specific data (i.e. School Profile, benchmark data, needs assessment, etc.) 	<ul style="list-style-type: none"> • Teachers • Counselors 			
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Evaluation of Action Plan:

Objective 2: (Learner Outcomes) Ensure that all ACPS students, PK-12, will be offered individualized and learner-driven opportunities to prepare them for postsecondary education, a viable career path, or military service.

ACTION STEPS

Strategies	Person(s) Responsible	Timeline	Resources	Monitoring
<p>Develop and promote a plan to increase enrollment of students in advanced placement, dual enrollment, CTE, and courses associated with service careers such as military and first responders.</p> <ul style="list-style-type: none"> • Develop a communications plan for students and families to create awareness and provide support for advanced programs (those offered within the school and those offered outside of the school i.e. Early College. • Continue to use multiple criteria for identifying gifted students from all cultural and socio-economic backgrounds and provide support to meet the needs of our 	<ul style="list-style-type: none"> • Superintendent • Director of Academics • Instructional Supervisors and Specialists • Principals • Teachers • Counselors 	<p>Winter 2020 2019-2020 2021-2022 Winter 2020 2019-2022</p>	<p>Communication Plan Documentation of multiple criteria used for identification Surveys Database of Internship Opportunities Brochures; Counselor visits</p>	<p>Analytical data from Powerschool enrollment trends Data from applications received from Early College, Science Technology Engineering and Math (STEM), and CTE Courses. Principals monitor teacher website Survey Results Documentation of counseling services provided regarding CTE programs</p>

<p>gifted students and advanced learners and their families.</p> <ul style="list-style-type: none"> • Collect and report data on surveys completed by parents, students, and school staff members on awareness of CTE programs. • Provide opportunities for all students to participate in internships and apprenticeships in order to enhance work-based learning; developing a way to track student participation. • Provide students with information annually on the pathway/steps needed to complete if interested in entering military service or as a first responder. • Ensure that students are provided counseling services that clearly articulate the requirements necessary for service industry field. 				
<p>Provide schools the opportunity to create alternate schedule options to offer individualized pathways.</p> <ul style="list-style-type: none"> • Create a focus group to evaluate the master schedules in order to provide flexibility to implement deeper learning opportunities for all students. • Allow flexibility in structure and scheduling as an alternative for “seat time” including the use of non-traditional programs to meet educational requirements necessary for graduation. • Allow flexibility in the PK-8 master schedule to explore remediation and extension opportunities. 	<ul style="list-style-type: none"> • Superintendent • Director of Academics • Instructional Supervisors and Specialists • Principals • Teachers • Counselors 	<p>Fall 2019 2019-2025 2019-2025</p>	<p>Focus Group Master schedules Course offerings</p>	<p>Annually Powerschool/master schedule</p>

<p>Ensure students can use a variety of technology in a responsible manner, that are utilized in real world settings such as college, the workforce, or military services.</p> <ul style="list-style-type: none"> • Provide tools to allow students to develop an e-portfolio that can follow them after high school into college, the workforce, or military service. • Evaluate curriculum for core courses, electives, and CTE offerings to ensure they are meeting the technological needs of students in conjunction with the needs of the job market. • Review and revise internet safety curriculum framework. 	<ul style="list-style-type: none"> • Superintendent • Director • Instructional Supervisors and Specialists • Principals • Teachers, Counselors 	<p>Spring 2021 2019-2025 Fall 2019</p>	<p>E-portfolios Internet Safety Rubrics</p>	<p>Continuously Data analytics on the number of students utilizing the e-portfolio Gather information from the Workforce Development Site and compare to courses offered. Revise Annually</p>
<p>Develop a plan to create opportunities for adults to build positive relationships with students in order to assist them in making decisions regarding their future endeavors (college, workforce, military, first responder, etc.).</p> <ul style="list-style-type: none"> • Establish a systematic process for teachers to conference with students, examine their data and set academic goals. • Develop and implement a plan in which all students are provided opportunities to meet with the school counselors. This can include, but is not limited to, small-groups, career-planning, etc. 	<ul style="list-style-type: none"> • Superintendent • Director of Academics • Instructional Supervisors and Specialists • Principals • Teachers • Counselors 	<p>2019-2025 Fall 2019 2022-2025 2019-2021</p>	<p>Goal setting documentation Counselor schedules List of mentorship opportunities Professional development / resources specific to Morning Meetings and Responsive Classroom</p>	<p>Professional Learning Community (PLC) trend data on teacher/student conferencing School Counselor Student Advisory tracking data Collect annually the number of schools participating and indicate growth of those numbers each year.</p>
<p>Promote and develop a plan to increase awareness in grades K-8 regarding the types of careers.</p> <ul style="list-style-type: none"> • Establish career days to help all students learn about the different pathways in life. • Create a progression chart that allows teachers to determine what the core 	<ul style="list-style-type: none"> • Superintendent • Director of Academics • Instructional Supervisors and Specialists • Principals 	<p>2019-2025 2019-2025 2019-2025 2019-2025</p>	<p>Career Day dates and list of guests Progression chart Career Fair dates and list of guests</p>	

<p>concepts for career awareness needs to occur at each specific grade level.</p> <ul style="list-style-type: none"> • Conduct career fairs at the elementary and secondary level. • All schools have at least two opportunities for career exploration. • Integrate and implement 21st Century Workplace (soft) Skills into all curriculum. 	<ul style="list-style-type: none"> • Teachers • Counselors 		Database of career exploration opportunities	
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Evaluation of Action Plan:

Objective 3: (Civic Engagement Outcomes) Ensure all ACPS students PK-12 will be offered opportunities to learn and participate in age appropriate civic engagement activities.

ACTION STEPS

Strategies	Person(s) Responsible	Timeline	Resources	Monitoring
<p>Encourage student participation in school and community activities.</p> <ul style="list-style-type: none"> • Promote participation in extracurricular activities, clubs, athletics, and community projects to increase students' sense of connectedness to their school and community. • Gather input on service learning programs to become a local graduation requirement for all students obtaining a diploma from ACPS. • Establish a student mentorship program in each school. • Determine the need for systems to develop and strengthen classroom communities, such as Morning Meetings, Responsive Classroom. 	<ul style="list-style-type: none"> • Superintendent • Director of Academics • Instructional Supervisors and Specialists • Principals • Teachers • Counselors 	<p>2019-2025 Spring 2020</p>	<p>Social media List of activities per school Survey</p>	<p>Annually Social media, parent notification of activities List of activities per school Survey</p>

<p>Enhance and expand student leadership programs.</p> <ul style="list-style-type: none"> Continue and establish with student forums at the elementary and secondary level giving students an opportunity for input in their school. Create a student leadership team that provides feedback to the Division Superintendent. Identify existing age appropriate leadership programs to utilize PK-12. 	<ul style="list-style-type: none"> Superintendent Director of Academics Instructional Supervisors and Specialists Principals Teachers Counselors 	<p>Winter 2020</p>	<p>Student Forums Student Leadership Team List of Leadership Programs</p>	<p>Documentation of Student Forums, dates, and agendas Student Leadership Team agendas Database of leadership programs</p>
<p>Create a plan that allows all students in PK-12 to be exposed to a community service program.</p> <ul style="list-style-type: none"> Provide two opportunities each year to participate or be exposed to age appropriate service programs including but not limited to: <ul style="list-style-type: none"> Humane society Bell ringers Salvation Army Food drives for local food banks. 	<ul style="list-style-type: none"> Superintendent Director of Academics Instructional Supervisors and Specialists Principals Teachers, Counselors 	<p>2019-2020</p>	<p>Database of service opportunities and partnerships</p>	<p>Year 1 - review and then monitor annually to add additional opportunities</p>

Evaluation of Action Plan:

ACPS Comprehensive Plan Continued On Next Page

