

| <b>Academic Strategic Goals Indicators</b>   |   |  |   |   |
|--|---|--|---|---|
|  | <b>2007-2008</b>  | <b>2008-2009</b>   | <b>2009-2010</b>  | <b>2010-2011</b>  |
| <b>Elementary:<br/>Primary<br/>Grades<br/>(preK-2/3)</b>   | <ul style="list-style-type: none"> <li>Grade 2 DRA (reported by NCLB subgroups)</li> <li><i>Mathematics Reasoning Assessment Pilot</i></li> </ul> | <ul style="list-style-type: none"> <li>DRA (as previous)</li> <li>Grade 2 Mathematics Reasoning Assessment (reported by NCLB subgroups)</li> <li><i>Learning Plan development</i></li> </ul> | <ul style="list-style-type: none"> <li>DRA (as previous)</li> <li>Mathematics Reasoning Assessment (as previous)</li> <li><i>Learning Plan Pilot</i></li> </ul> | <ul style="list-style-type: none"> <li>DRA (as previous)</li> <li>Mathematics Reasoning Assessment (as previous)</li> <li>Learning Plan baseline</li> </ul> |
| <p><b>*Grade 2/3 Passage: <i>Myself as a Learner</i></b><br/>           Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their learning, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grades 2/3, students would begin to build their plan by identifying their strengths and talents and by setting goals related to learning habits and individual interests.</p> |   |  |   |   |

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|--|--|--|--|--|
|  | <b>2007-2008</b>   | <b>2008-2009</b>   | <b>2009-2010</b>   | <b>2010-2011</b>   |
| <b>Elementary:<br/>Upper<br/>Grades<br/>(3-5/6)</b>  | <ul style="list-style-type: none"> <li>• Pass/proficient on SOLs or alternative assessments (pass/advanced also reported, as well as NCLB subgroups)</li> <li>• Met expectations on foreign language proficiency measures OR LEP students who meet or exceed VDOE requirements</li> <li>• <i>Grade 5 Global Awareness and Technology Project Pilot</i></li> <li>• <i>Grade 6 Fine Arts Benchmarks Pilot</i></li> </ul> | <ul style="list-style-type: none"> <li>• SOL results (as previous)</li> <li>• Foreign language proficiency/LEP (as previous)</li> <li>• Successful completion of Global Awareness and Technology Project in grade 5 (meets or exceeds standards on a district-wide rubric)</li> <li>• Grade 6 students met or exceeded benchmark performance standards in fine arts</li> <li>• <i>Learning Plan Pilot</i></li> </ul> | <ul style="list-style-type: none"> <li>• SOL results (as previous)</li> <li>• Foreign language proficiency/LEP (as previous)</li> <li>• Grade 5 Global Awareness and Technology Project (as previous)</li> <li>• Grade 6 fine arts benchmarks (as previous)</li> <li>• Learning Plan baseline</li> </ul> | <ul style="list-style-type: none"> <li>• SOL results (as previous)</li> <li>• Foreign language proficiency/LEP (as previous)</li> <li>• Grade 5 Global Awareness and Technology Project (as previous)</li> <li>• Grade 6 fine arts benchmarks (as previous)</li> <li>• Acceptable progress toward Learning Plan goals</li> </ul> |
| <p><b>*Grade 5/6 Passage: <i>Myself as a Problem-Solver</i></b><br/>           Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their learning, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grades 5/6 or 6/7 students would continue to identify areas of strengths, talents and interests, as well as the development of complex thinking skills demonstrated by student work. Goals would relate to academic skills needed to succeed at the secondary level.</p> |  |  |  |  |

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|                                     | <b>2007-2008</b>  | <b>2008-2009</b>  | <b>2009-2010</b>   | <b>2010-2011</b>  |
|-------------------------------------|---|---|--|---|
| <b>Middle School Grades (6/7-8)</b> | <ul style="list-style-type: none"> <li>• Pass/proficient on SOLs or alternative assessments (pass/advanced also reported, as well as NCLB subgroups)</li> <li>• Completion of Algebra 1 by the end of grade 8</li> <li>• Meets or exceeds expectation on foreign language proficiency measures OR LEP students who meet or exceed VDOE requirements</li> <li>• <i>Grade 8 Economics/Technology Project Pilot</i></li> </ul> | <ul style="list-style-type: none"> <li>• SOL results (as previous)</li> <li>• Algebra 1 completion (as previous)</li> <li>• Completion in Grade 8 of Economics/ Technology Project (meets or exceeds the standards on a district-wide rubric)</li> <li>• Foreign language proficiency/ LEP (as previous)</li> <li>• <i>Learning Plan Pilot</i></li> </ul> | <ul style="list-style-type: none"> <li>• SOL results (as previous)</li> <li>• Algebra 1 completion (as previous)</li> <li>• Grade 8 Economics/Technology Project (as previous)</li> <li>• Foreign language proficiency/ LEP (as previous)</li> <li>• Learning Plan baseline</li> </ul> | <ul style="list-style-type: none"> <li>• SOL results (as previous)</li> <li>• Algebra 1 completion (as previous)</li> <li>• Grade 8 Economics/Technology Project (as previous)</li> <li>• Foreign language proficiency/LEP (as previous)</li> <li>• Acceptable progress toward Learning Plan goals</li> </ul> |

**\*Grade 7/8 Passage: *Exploring My Future***

Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their learning, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At the passage in grades 8/9, students would match strengths to potential career paths and would set goals for courses to take and activities to participate in during high school.

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|--|--|--|---|---|
|  | <b>2007-2008</b>   | <b>2008-2009</b>   | <b>2009-2010</b>  | <b>2010-2011</b>  |
| <b>High School Grades (9-12)</b>           | <ul style="list-style-type: none"> <li>Students scoring pass/proficient on SOL/EOC or alternative assessments (pass/advanced also, reported, as well as NCLB subgroup performance)</li> <li>Completion of advanced coursework, by subject, reported by subgroups (AP &amp; IB, dual enrollment)</li> <li>Completion of CTE coursework (includes report of students earning Industry Certifications or Licensures)</li> <li>Meets or exceeds expectations on foreign language proficiency measures OR LEP students who meet or exceed VDOE requirements</li> <li>Overall graduation rate</li> <li>% of graduates who earned standard diplomas</li> <li>% of graduates who earned advanced diplomas</li> <li><i>Expand Post Secondary Planning Tool</i></li> </ul> | <ul style="list-style-type: none"> <li>SOL/EOC Results (as previous)</li> <li>Advanced coursework (as previous)</li> <li>CTE coursework (as previous)</li> <li>Foreign language proficiency/LEP (as previous)</li> <li>Overall graduation rate (as previous)</li> <li>% of graduates who earned standard diplomas (as previous)</li> <li>% of graduates who earned advanced diplomas (as previous)</li> <li><i>Learning Plan Pilot including Post Secondary Planning Tool</i></li> </ul> | <ul style="list-style-type: none"> <li>SOL/EOC Results (as previous)</li> <li>Advanced coursework (as previous)</li> <li>CTE coursework (as previous)</li> <li>Foreign language proficiency/LEP (as previous)</li> <li>Overall graduation rate (as previous)</li> <li>% of graduates who earned standard diplomas (as previous)</li> <li>% of graduates who earned advanced diplomas (as previous)</li> <li>% of graduates who earned advanced diplomas (as previous)</li> <li>Learning Plan including Post Secondary Planning Tool baseline</li> <li><i>12<sup>th</sup> Grade Experience/Service Learning Project Pilot demonstrating applied knowledge and skills and/or service learning.</i></li> </ul> | <ul style="list-style-type: none"> <li>SOL/EOC Results (as previous)</li> <li>Advanced coursework (as previous)</li> <li>CTE coursework (as previous)</li> <li>Foreign language proficiency/LEP (as previous)</li> <li>Overall graduation rate (as previous)</li> <li>% of graduates who earned standard diplomas (as previous)</li> <li>% of graduates who earned advanced diplomas (as previous)</li> <li>Acceptable progress toward Learning Plan goals</li> <li>12<sup>th</sup> Grade Experience/Service Learning Project baseline</li> </ul> |

**\*Grade 12/Graduate Passage: *Focus on the Future***

Passages are pivotal years in a student's schooling. During passage grades and in developmentally appropriate ways, students reflect on their learning, identify strengths and interests, and with input from parents and school staff, set age-appropriate goals. At this final passage, students in grade 12 would report, after reflection, whether or not they met their learning goals as evidenced by post-secondary plans.

**Academic Strategic Goals Indicators**

|                                  | <b>2007-2008</b>                                    | <b>2008-2009</b>   | <b>2009-2010</b>  | <b>2010-2011</b> |
|----------------------------------|---|--|---|------------------|
| <b>Post Graduation Follow-up</b> | <ul style="list-style-type: none"><li>N/A</li></ul> | <ul style="list-style-type: none"><li>Report of graduates' success rate (GPA) in Virginia colleges</li></ul> | <ul style="list-style-type: none"><li>% of graduates reporting positive outcomes in surveys taken one year after graduating and five years after graduating</li></ul> |                  |