



Arlington
Public
Schools

The APS 3-5 Year Action Plan

October 6, 2016

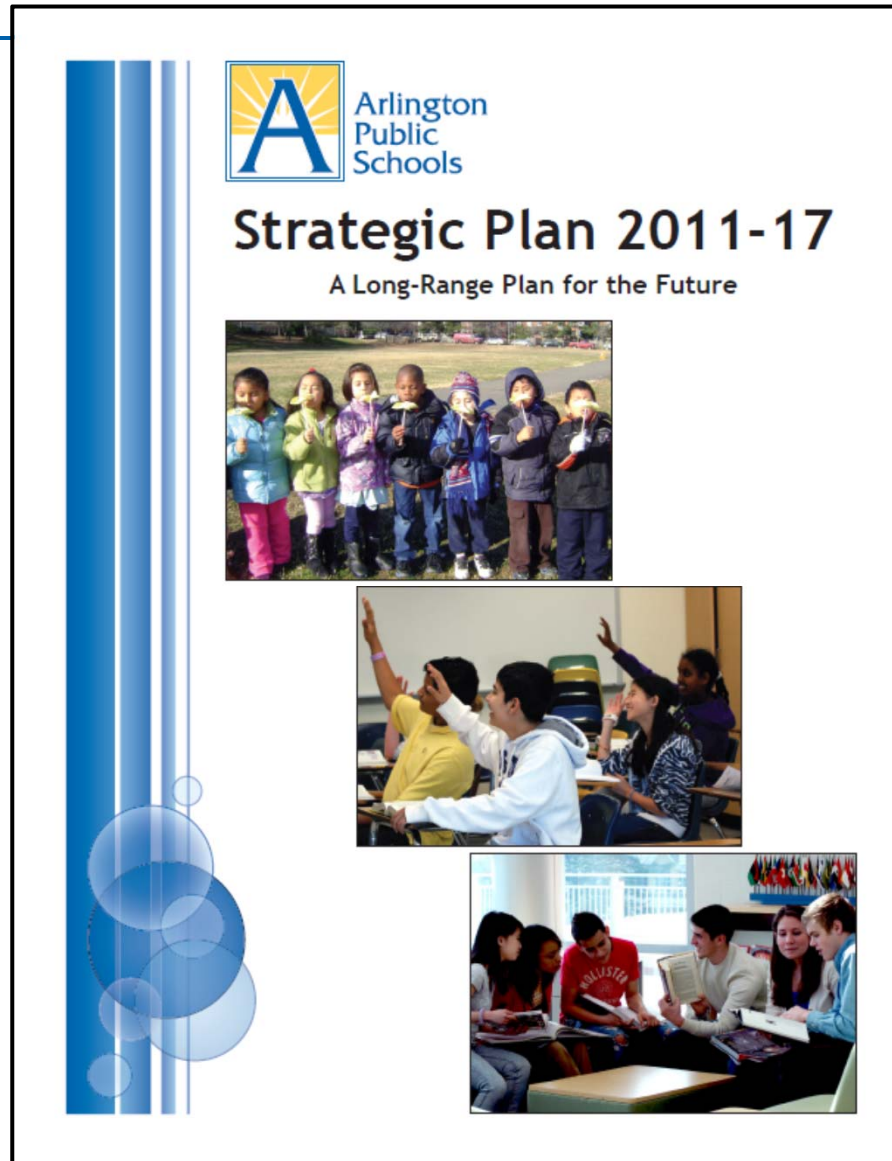


Why a 3-5 year plan?



- Typically, families and the community begin to engage with APS when they're interested or passionate about a particular topic
- Often they are not familiar with other work that is going on within APS

APS already has a plan . . .



... and many supporting plans



MORE Seats for Students

2016-18 Addendum to the Arlington Public Schools Technology Plan for FY2012-16

<http://www.apsva.us/information-services>

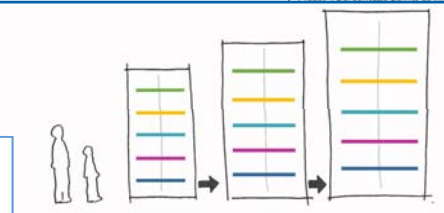


Arlington School Board
Priorities for the 2016-17 School Year

The School Board establishes annual priorities to assist in helping to work toward, effective, and all Strategic Plan goals. This year's priorities are academic and "whole child" growth for every child, development, school equity, expansion, and collaboration with County government to build a vibrant community.

Focus for All Initiatives:

- Ensure ongoing processes to address:
 - Instructional opportunities at Deer-Hold School
 - Re-designing high school and new graduation requirements
- Review and revise policies to address accessibility, diversity, differentiation, admissions and enrollment.



SMART Goal #1	Core Service	SP Alignment Goal & (Strategy or Desired Outcome)	Owner	Status
By August 2016, increase overall student achievement in mathematics and reading by at least 4 percentage points as measured by the pass	Instructional Support for Schools, Design curriculum, Select instructional resources, Develop Program of Studies	Strategic Plan: Goal 1: Challenge and Engage All Students • Students master the foundational skills of reading, writing, and mathematics • Students graduate on time and attain the highest level possible diploma. • Students achieve or exceed standards on competency and readiness assessments by grade level and subject area (reading, writing, mathematics, science and social studies). Goal 2: Eliminate Achievement Gaps • Students are prepared for success at the next grade or subject level. Students in all identified groups make expected academic progress, elevating the	Directors with specific additional staff as appropriate	95% (pending final data from VDOE in late-Aug 2016)

Instruction Department Plan for FY16

APS SCHOOL MANAGEMENT PLAN
PROGRESSIVE PLAN FORMAT
FIRST SEMESTER ACTION PLAN: 2015-2016
School Performance Priorities and Actions to be Taken to Address Student Achievement

Gunston Middle School School Principal: Dr. Lori A. Wiggins

face family and community

Arlington Community Facilities Study
A resource and facilities plan for our future

SCHOOL PERFORMANCE PRIORITIES (Based on Initiative Performance Data)	ANNUAL PERFORMANCE GOALS	ALIGNMENT WITH STRATEGIC PLANNING GOALS	ACTIONS TO SCHOOL PRIORITIES (Align Action Steps with Timeline, Responsible Parties and Anticipated Evidence)	TIMELINE FOR ACTIONS	RESPONSIBLE PARTIES (by Specifics)	EVIDENCE OF PROGRESS TOWARD ANNUAL GOAL (Program Monitoring at 90, 90, 90 and 120 Days)
Reading performance on the SOL. GOAL 1: All students indicated that 75% of all students in grades 4-8 met the proficiency benchmark. All sub-groups experienced growth, except the	GOAL 1: All students indicated that 75% of all students in grades 4-8 met the proficiency benchmark. All sub-groups experienced growth, except the	Goal 2: Ensure that every student is challenged and engaged. Goal 2: Eliminate Achievement Gaps	• Share the 2015 SOL data with the faculty through a data turnaround activity - data three points. Faculty made narrative statements about the data. Then made necessary statements • Identify targeted students based on 2015 SOL data. • B2C Instructional Adjustment data.	August	SIC - share data.	Intervention Google Spreadsheet, PLC data
				September	ELA, HELL, SPED CLT	Intervention Google Spreadsheet, PLC data

Arlington Public Schools

School Board Adopted FY 2017 - FY 2026 CAPITAL IMPROVEMENT PLAN



Arlington Public Schools

AFSAP
ARLINGTON FACILITIES AND STUDENT ACCOMMODATION PLAN
FY 2016-25

Arlington Public Schools

Superintendent's PROPOSED BUDGET

2017

Arlington, Virginia 22207
www.apsva.us

Arlington Tech

Gunston Career Center

Arlington Public Schools
Minority Achievement 2016 Evaluation

Proposed Next Step 1
Reevaluate the goals and direction for the Minority Achievement Program. Using data collected through this evaluation, the Strategic Plan, and the School Board's priorities as a guide, define a vision and goals for the Office of Minority Achievement.

Response
In 2015-2016, the Office of Minority Achievement will redefine its goals and direction to align with the Strategic Plan and the priorities of the School Board. As a part of this process, the Office will work with Information Services to develop profiles for each school that will include testing data and CLASS observation data by race.

Once the Office has established and communicated goals to stakeholders and distributed profiles to schools, staff will meet with each principal to identify a school goal for 2016-17 related to minority achievement based on information compiled in the profile.

At the end of 2016-17, the Office will work with principals to evaluate and refine goals for 2017-18.

Staff also will participate in the Whole Child Working Group in 2015-16 and integrate relevant recommendations from the Working Group into the progressive plan in 2016-17.

Full evaluation with appendices at www.apsva.us/evaluationreports

The challenge



How can we condense all of this information to help our families, the community and APS staff understand the bigger picture and timeline?



Where we started



Where we landed



WHAT IS THE PLAN AND HOW ARE WE GETTING THERE?

STRATEGIC PLAN GOALS		KEY INITIATIVES		2016-17	2017-18	2018-19	2019-20	2020-2025
LEADERSHIP		STRATEGIC PLANNING		<ul style="list-style-type: none"> School Board (SB) & County Board begin review/implementation of Long-Term Planning Process Arlington Community Facilities Study 	<ul style="list-style-type: none"> Develop 2018-24 Strategic Plan 	<ul style="list-style-type: none"> SB adopts 2018-24 Strategic Plan 		
STUDENTS CHALLENGE AND ENGAGE ALL STUDENTS (GOAL 1) ELIMINATE ACHIEVEMENT GAPS (GOAL 2) MEET THE NEEDS OF THE WHOLE CHILD (GOAL 3) (See also Staff/Professional Learning)	INSTRUCTIONAL PLANNING, IMPLEMENTATION AND INFRASTRUCTURE	<ul style="list-style-type: none"> Identify new instructional voice for Drew Model School Plan for Montessori move to Patrick Henry facility Continue Arlington Tech Expansion Continue implementation of Personalized Individualized Learning 	<ul style="list-style-type: none"> Identify new options for high school experience and diploma requirements to align with Virginia Department of Education (DOE) and Every Student Succeeds Act (ESSA) initiatives Develop APS approach to the VA Profile of a Graduate, K-12 Conduct elementary and middle school planning conversations to determine any needed changes to support high school redesign 	<ul style="list-style-type: none"> Prepare for new instructional voice at Drew Model School Plan for Montessori move to Patrick Henry facility Continue Arlington Tech Expansion Continue implementation of Personalized Individualized Learning 	<ul style="list-style-type: none"> Finalize high school diploma changes Communicate offerings in Program of Studies and family engagement 	<ul style="list-style-type: none"> Class '22 (Grade 9 Class) first to participate in redesigned high school experience and diploma requirements 	<ul style="list-style-type: none"> Open Drew Model School with new instructional focus Montessori moves to Patrick Henry facility Continue Arlington Tech Expansion Continue implementation of Personalized Individualized Learning 	<ul style="list-style-type: none"> Class '22 & '23 (Grades 9 & 10 Classes) participate in redesigned high school experience and diploma requirements Continue implementation of new high school experience and diploma requirements beginning in Grade 9 for Class of '24 and Class of '25
	REDESIGN OF HIGH SCHOOL EXPERIENCE AND DIPLOMA REQUIREMENTS	<ul style="list-style-type: none"> APSS Utilize instructional innovation and expand behavioral interventions to be more responsive to differing student needs Implement elementary and middle school social-emotional curriculum Expand elementary social-emotional framework (Empowerment, Resilience) Expand universal screening for grades 4 and 5 as needed Add an elementary intervention/extension period for additional core instruction focusing on targeted student needs Develop credit support for APSS at all schools Develop and pilot a data and intervention monitoring system 	<ul style="list-style-type: none"> INCLUSION Implement processes to identify students with characteristics of Dyslexia Begin to implement recommendations from the Dyslexia task force 	<ul style="list-style-type: none"> INCLUSION Work with consultant to assist with expansion of inclusion throughout APS Expand inclusive practices for: <ul style="list-style-type: none"> Students identified with a disability, English Learners, Economically Disadvantaged students and Gifted students Child (PE) inclusion model for 200 into elementary school Provide professional learning with an emphasis on differentiating instruction for students with diverse needs in the general education classroom Continue work group on inclusive practices Identify APS middle classroom sites and schedule targeted training 	<ul style="list-style-type: none"> APSS Continue to expand and build capacity to offer additional social-emotional and behavioral interventions All schools use the APSS data-driven monitoring system Continue to expand the implementation of the elementary social-emotional framework Implement a secondary intervention/extension block Implement a math universal screener in grades 2 to 5 Continue credit support at all schools 	<ul style="list-style-type: none"> APSS Develop a process for community engagement and shared understanding of APSS Continue credit support at all schools Program Evaluations Monitor implementation 	<ul style="list-style-type: none"> APSS Evaluate implementation of APSS, Dyslexia and Inclusion and all new practices APSS Continue credit support at all schools Continue to refine and implement previously implemented strategies DYSLEXIA Monitor implementation INCLUSION Continue to implement recommendations INCLUSION Continue to monitor and report on implementation data 	<ul style="list-style-type: none"> APSS (Operational) by 2021 Provide credit support for APSS at all schools
IMPLEMENT THE WHOLE CHILD FRAMEWORK	<ul style="list-style-type: none"> Develop an APS-Arlington County inventory of resources and services within the Whole Child Framework Direct schools to use the inventory to assess their own offerings Make budget recommendations that target gaps identified within the inventory Work with advisory committees to shape implementation 	<ul style="list-style-type: none"> Review and revise APS Curriculum as mandated by VDOE, General Assembly Complete textbook review and adoption for English Language Arts (ELA), Social Studies and Science Continue Advisory Council on Instruction (ACI) recommendation process Program Evaluations: <ul style="list-style-type: none"> Early Childhood Gifted Services Career, Technical and Adult Education 	<ul style="list-style-type: none"> Review and revise APS Curriculum as mandated by VDOE, General Assembly Continue Advisory Council on Instruction (ACI) recommendation process Program Evaluations: <ul style="list-style-type: none"> Health & Physical Education Math & Science Arts Education 	<ul style="list-style-type: none"> Review and revise APS Curriculum as mandated by VDOE, General Assembly Continue Advisory Council on Instruction (ACI) recommendation process Program Evaluations: <ul style="list-style-type: none"> Mathematics English Language Arts 	<ul style="list-style-type: none"> Review and revise APS Curriculum as mandated by VDOE, General Assembly Continue Advisory Council on Instruction (ACI) recommendation process Program Evaluations: <ul style="list-style-type: none"> ESOL/NELT Services for Students with Special Needs World Languages 			
CONTINUOUS INSTRUCTIONAL IMPROVEMENT								
STAFF RECRUIT, RETAIN AND DEVELOP HIGH QUALITY STAFF (GOAL 3)	PROFESSIONAL LEARNING (PL)	<ul style="list-style-type: none"> Redesign professional learning to meet staff needs Adopt and enhance existing PL to align with SB priorities 	<ul style="list-style-type: none"> Use information from Compensation Study to target budget recommendations 	<ul style="list-style-type: none"> Continue to adopt and enhance PL to align with SB priorities Use information from Compensation Study to target budget recommendations 	<ul style="list-style-type: none"> Continue to adopt and enhance PL to align with SB priorities Use information from Compensation Study to target budget recommendations 	<ul style="list-style-type: none"> Continue to adopt and enhance PL to align with SB priorities Use information from Compensation Study to target budget recommendations 	<ul style="list-style-type: none"> Continue to adopt and enhance PL to align with SB priorities Use information from Compensation Study to target budget recommendations 	<ul style="list-style-type: none"> Continue to adopt and enhance PL to align with SB priorities Use information from Compensation Study to target budget recommendations
LEARNING ENVIRONMENT PROVIDE OPTIMAL LEARNING ENVIRONMENTS (GOAL 4)	CAPITAL IMPROVEMENT PROJECTS	<ul style="list-style-type: none"> Complete Internal Modifications at Washington Lee and Fenwick Multiple additions completed December 2016 	<ul style="list-style-type: none"> Complete McManhattan, Gunston, and Kenmore internal capacity modifications by Aug. 2017 Arlington addition completed December 2017 Coordinate with Arlington County on future location of Integration Station and The Children's School 	<ul style="list-style-type: none"> Complete Phase 1 of Career Center expansion for Arlington Tech by Aug. 2018 Complete Fortenton internal capacity modifications by Aug. 2018 	<ul style="list-style-type: none"> New Middle School opens at Stafford Sept. 2019 B. E. Woodhouse and Shepley Programs move to new building on Wilson Blvd. Sept. 2019 Current Henry Elementary moves to new school at Jefferson Ave. Sept. 2019 Montessori opens at current Henry site Sept. 2019 	<ul style="list-style-type: none"> New Elementary School at Fossil opens Sept. 2021 New 1,000 seat HS program opens Sept. 2022 Additional 300 HS seats approved in FY2017-20 FY20 		
BOUNDARY ADJUSTMENTS								
TRANSPORTATION								
IS - INFRASTRUCTURE UPGRADES								
PERSONAL LEARNING DEVICES								
BUDGET								
FACILITIES PLANNING								
ONGOING PLANNING & OPERATIONS								
POLICY REVIEW								

* The chart indicates community engagement processes that are expected to be conducted as of Sept. 2016. However, APS expects that additional issues will evolve and arise and community engagement processes will be added for those topics as needed to formulate plans as we move forward.

The front cover

APS 3-5 YEAR ACTION PLAN



APS is working tirelessly, both inside the classroom and behind the scenes, to create the best learning experiences for our students. Shaping the future for our children—now more than ever—requires a continuous, collaborative and coordinated effort from across our community. As we continue to be faced with strong enrollment growth, shifting demographics, and evolving state education requirements, the complex and overlapping nature of our development initiatives keeps expanding. This Action Plan charts the key initiatives and activities planned for APS, and is intended to provide all of us with a clear picture of how our family, staff and community can play an important role.

For information about any of these plans, please go to www.apsva.us/plans

Image - Infographic

- Student-centered
- Identifies key players
- Identifies goals for students

Text

- Context for the plan
- Where to get more and updated information
www.apsva.us/plans

The back cover



Arlington Community Facilities Study

A resource and facilities plan for our future

Long-Term Planning Process: The 2015 Community Facilities Study identified challenges facing Arlington County, including scarcity of land for public facilities, changing demographics, and a shrinking commercial tax base. The study recommended a County/APS Long Range Term Planning Process to address these needs.

Arlington Tech Arlington Career Center

Arlington Tech is a new all day, full-time high school program offered at the Career Center. The program is designed to provide hands-on, project-based, and work-based learning experiences. College credits may be earned through dual enrolled academic and CTE courses.



Personalized learning empowers students to leverage technology and support learning through flexibility and choice while ensuring instruction and outcomes are connected to each student's unique talents, skills and interests.



Drew Model School: As APS prepares to move the Montessori program in 2019, this is an opportunity to collaborate with the neighborhood and other stakeholders to develop a shared vision for the future of Drew Model School.



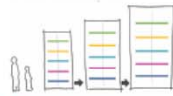
High School Redesign: The VA Board of Education is currently redesigning the high school experience and graduation requirements. Once we receive these new guidelines, APS will hold community conversations to discuss how to incorporate the changes here in Arlington.

ARLINGTON PUBLIC SCHOOLS ASPIRE 2 EXCELLENCE

Aspire2Excellence provides APS students and families with pertinent information as they make course selections and plan for the future.



Arlington Tiered System of Support (ATSS) helps each student reach success in academics, behavior and social emotional well-being through a district-wide framework that provides additional resources and supports.



The **Whole Child** framework defines the APS vision to develop a sustainable approach and ensure that each student is healthy, safe, supported, engaged, and academically challenged.

MORE Seats for Students

More Seats for More Students is a focus of the APS Capital Improvement Plan, engaging the community in key decisions to address enrollment growth in an open and transparent manner.



Family and community engagement

Family and Community Engagement (FACE) is a strategy to improve student learning that depends on schools, families and community groups working together to ensure students have the support they need to succeed in school and in life.



APS Leadership includes administrators, staff, School Board members, PTAs and APS advisory committees.

How Can We Participate?

Here are some ways for parents, families and community members to participate:

- Engage in community conversations
- Volunteer or Partner with APS

For more information go to www.apsva.us/plans

Glossary

- Defines some key initiatives that are within the plan
- Example **MORE** Seats for Students

How to Participate

Digging into the details

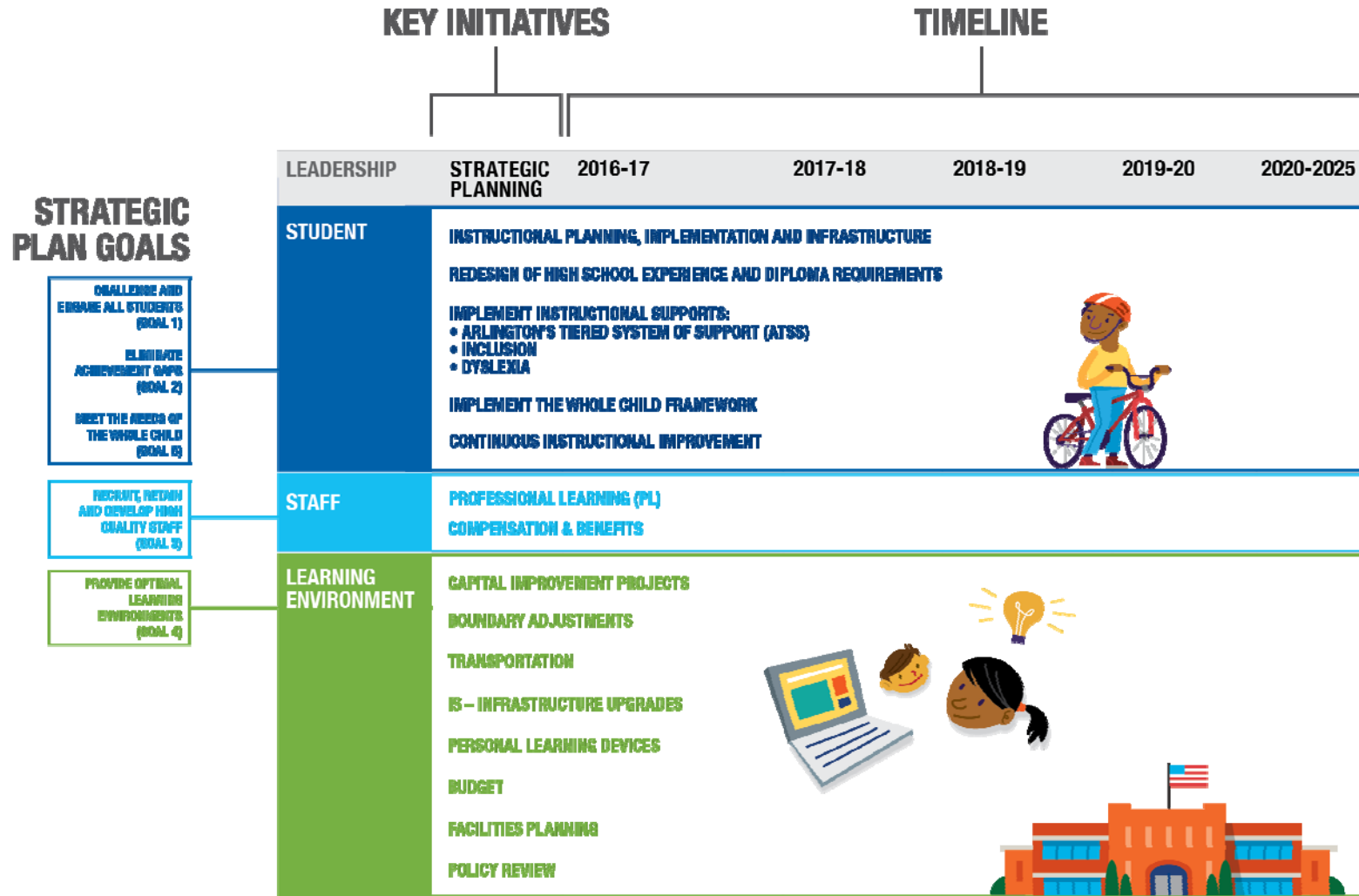


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	IMPLEMENT INSTRUCTIONAL SUPPORTS • ARLINGTON'S TIERED SYSTEM OF SUPPORT (ATSS) • INCLUSION • DYSLEXIA	<ul style="list-style-type: none"> ATSS: Utilize instructional interventions and support behavioral interventions to be more responsive to differing student needs Implement elementary and middle school social-emotional curriculum Expand elementary social-emotional framework (Empowerment Classroom, RES) Expand universal screening for grades 4 and 5 as needed Add an elementary intervention/reintervention period for additional core instruction focusing on targeted student needs Develop create support for ATSS at all schools Develop and pilot a data and intervention monitoring system 	<ul style="list-style-type: none"> INCLUSION: Work with consultant to assist with expansion of inclusion throughout APS DYSLEXIA: Conduct a secondary intervention/reintervention block Implement a multi-universal screener in grades 2 to 5 Continue create support at all schools 	<ul style="list-style-type: none"> ATSS: Continue to expand and build capacity to offer additional social-emotional and behavioral interventions All schools use the ATSS data-driven intervention monitoring system Continue to expand the implementation of the elementary social-emotional framework Implement a secondary intervention/reintervention block Implement a multi-universal screener in grades 2 to 5 Continue create support at all schools 	<ul style="list-style-type: none"> ATSS: Develop a process for community engagement and shared understanding of ATSS Continue create support at all schools Programs to refine and implement previously implemented strategies DYSLEXIA: Monitor implementation INCLUSION: Provide create support of model sites to include training and coaching Develop and provide train the trainer instruction 	<ul style="list-style-type: none"> Evaluate implementation of ATSS, Dyslexia and Inclusion and all no practices ATSS: Continue create support at all schools Programs to refine and implement previously implemented strategies DYSLEXIA: Continue to implement recommendations INCLUSION: Continue to monitor and report on implementation data 	<ul style="list-style-type: none"> ATSS (Operational by 2021) Provide create support for ATSS at all schools
	IMPLEMENT THE WHOLE CHILD FRAMEWORK	<ul style="list-style-type: none"> Develop an APS-Arlington County inventory of resources and services within the Whole Child Framework Direct schools to use the inventory to assess their own offerings Make budget recommendations that target gaps identified within the inventory Work with advisory committees to shape implementation 	<ul style="list-style-type: none"> Review and revise APS Curriculum as mandated by VDOE, General Assembly Complete textbook review and adoption for English Language Arts (ELA), Social Studies and Science Continue Advisory Council on Instruction (ACI) recommendation process Program Evaluations: <ul style="list-style-type: none"> Early Childhood Gifted Services Career, Technical and Adult Education 	<ul style="list-style-type: none"> Review and revise APS Curriculum as mandated by VDOE, General Assembly Continue Advisory Council on Instruction (ACI) recommendation process Program Evaluations: <ul style="list-style-type: none"> Math & Physical Education Health & Physical Education Arts Education 	<ul style="list-style-type: none"> Review and revise APS Curriculum as mandated by VDOE, General Assembly Continue Advisory Council on Instruction (ACI) recommendation process Program Evaluations: <ul style="list-style-type: none"> Mathematics English Language Arts 	<ul style="list-style-type: none"> Review and revise APS Curriculum as mandated by VDOE, General Assembly Continue Advisory Council on Instruction (ACI) recommendation process Program Evaluations: <ul style="list-style-type: none"> ESOL/HILT Services for Students with Special Needs World Languages 	
CONTINUOUS INSTRUCTIONAL IMPROVEMENT							
STAFF RECRUIT, RETAIN AND DEVELOP HIGH QUALITY STAFF (GOAL 3)	PROFESSIONAL LEARNING (PL)	<ul style="list-style-type: none"> Redesign professional learning to meet staff needs Adopt and enhance existing PL to align with '20 priorities Use information from Compensation Study to target budget recommendations 	<ul style="list-style-type: none"> Continue to adopt and enhance PL to align with '20 priorities Use principals for new schools/programs 	<ul style="list-style-type: none"> Continue to adopt and enhance PL to align with '20 priorities Use staff for new schools/programs 	<ul style="list-style-type: none"> Continue to adopt and enhance PL to align with '20 priorities 	<ul style="list-style-type: none"> Use principal & staff for new schools/programs 	
LEARNING ENVIRONMENT PROVIDE OPTIMAL LEARNING ENVIRONMENTS (GOAL 4)	CAPITAL IMPROVEMENT PROJECTS	<ul style="list-style-type: none"> Complete Internal Modifications at Washington Lee and Fenwick Multiple additions completed December 2016 	<ul style="list-style-type: none"> Complete McManahan, Gunston, and Kenmore internal capacity modifications by Aug. 2017 Arlington addition completed December 2017 Coordinate with Arlington County on future location of Integration Station and The Children's School 	<ul style="list-style-type: none"> Complete Phase 1 of Career Center expansion for Arlington Tech by Aug. 2018 Complete Yorktown internal capacity modifications by Aug. 2018 	<ul style="list-style-type: none"> New Middle School opens at Stafford Sept. 2019 B & B Middle and Shepherd Programs move to new building on Wilson Blvd. Sept. 2019 Current King Elementary moves to new school at Jefferson Ave. Sept. 2019 Montessori opens at current Henry site Sept. 2019 	<ul style="list-style-type: none"> New Elementary School at Fossil opens Sept. 2021 New 1,000 seat HS program opens Sept. 2022 Additional 300 HS seats approved in FY2017-20 OF FDO 	
	BOUNDARY ADJUSTMENTS	<ul style="list-style-type: none"> School Board and County Board provide direction on coordination between ARI and APS bus systems 	<ul style="list-style-type: none"> Adjust boundaries for 2019-20 (programs for new school openings): <ul style="list-style-type: none"> Elementary - Middle school 	<ul style="list-style-type: none"> Adjust boundaries for 2019-20 (programs for new school openings): <ul style="list-style-type: none"> Elementary - Middle school 	<ul style="list-style-type: none"> New bus routes in place for elementary and middle school students 		
	TRANSPORTATION						
	IS - INFRASTRUCTURE UPGRADES	<ul style="list-style-type: none"> Phase I: <ul style="list-style-type: none"> Connecticut-1 Fossil Control Filter Windows Infrastructure Identity Management 	<ul style="list-style-type: none"> Phase II: <ul style="list-style-type: none"> Conducting time-2 Identity Management Learning Management System & Student Information System (SIS) Update 	<ul style="list-style-type: none"> Phase III: <ul style="list-style-type: none"> SIS Update Rollout High School Redesign Data center infrastructure equipment refresh 	<ul style="list-style-type: none"> Phase IV: <ul style="list-style-type: none"> Data center infrastructure equipment refresh 	<ul style="list-style-type: none"> IS Infrastructure Refresh: <ul style="list-style-type: none"> 4 Year Cycle for Network Application Infrastructure 	
	PERSONAL LEARNING DEVICES	<ul style="list-style-type: none"> Continue Roll out of Personal Learning Devices entering 2nd, 6th and 8th graders (complete Middle School roll-out) 	<ul style="list-style-type: none"> Finalize Roll out of Personal Learning Devices entering 2nd and 6th graders (complete roll-out for all students in Grades 2-12) 				
	BUDGET	<ul style="list-style-type: none"> Annual budget prioritization 	<ul style="list-style-type: none"> Annual budget prioritization 	<ul style="list-style-type: none"> Annual budget prioritization 	<ul style="list-style-type: none"> Annual budget prioritization 	<ul style="list-style-type: none"> ON GOING COMMUNITY ENGAGEMENT 	
	FACILITIES PLANNING	<ul style="list-style-type: none"> Nov. 8 - Voter referendum on 2016 School Board Assess capacity needs through Arlington Facilities and Student's accommodation Plan (AFSAP) 	<ul style="list-style-type: none"> Develop FY 2016-20 Capital Improvement Plan (CIP) 	<ul style="list-style-type: none"> Nov. 6 - 2016 School Board Review AFSAP 	<ul style="list-style-type: none"> Develop FY 2021-30 CIP 		
	ONGOING PLANNING & OPERATIONS	<ul style="list-style-type: none"> Review & Revise APS Policies & Procedures (Boundaries, Enrollment, Transfers and Exchange Programs, Information Services and Human Resources) 	<ul style="list-style-type: none"> Review & Revise APS Policies (Operations, Facilities & Equipment) 	<ul style="list-style-type: none"> Review & Revise APS Policies (Instruction & Student Services) 	<ul style="list-style-type: none"> Review & Revise APS Policies (Finance & Management Services) 		
	POLICY REVIEW						

* The chart indicates community engagement processes that are expected to be conducted as of Sept. 2016. However, APS expects that additional issues will evolve and arise and community engagement processes will be added for those topics as needed to formulate plans as we move forward.

The set up



Aligns with our Strategic Plan Goals



STUDENTS



- Challenge and engage all students
- Eliminate achievement gaps
- Meet the needs of the whole child

STAFF



- Recruit, retain and develop high quality staff

LEARNING ENVIRONMENT



- Provide optimal learning environments
- Ongoing planning & operations

An example of a student goal



Redesign of high school experience and diploma requirements

2016-17

- Identify new options for high school experience and diploma requirements to align with Virginia Department of Education (VDOE) and Every Student Succeeds Act (ESSA) revisions
- Develop APS approach to the VA Profile of a Graduate, K-12
- Conduct elementary and middle school planning committees to determine any needed changes to support high school redesign

2017-18

- Finalize high school diploma changes
- Communicate offerings via Program of Studies and family engagement



Example (continued)



Redesign of high school experience and diploma requirements

2018-19

- Class '22 (Grade 9 Class) first to participate in redesigned high school experience and diploma requirements



2019-20

- Class '22 & '23 (Grades 9 & 10 Classes) participate in redesigned high school experience and diploma requirements



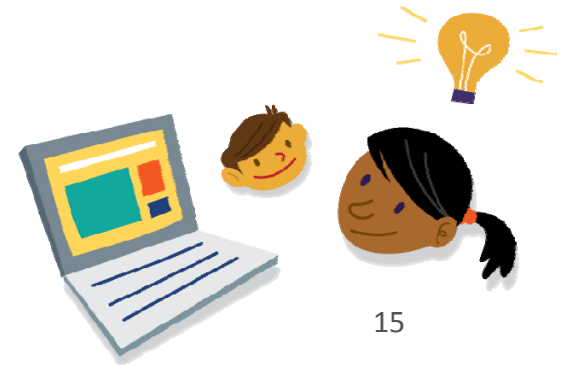
2020-25

- Continue implementation of new high school experience and diploma requirements beginning in Grade 9 for Class of '24 and Class of '25

The Plan is a Snapshot



- Represents projects known on September 6
- Will be updated annually
- For details on the work, we're building www.apsva.us/plans/



What's next?



- Community engagement opportunities on www.apsva.us/plans/
- Sharing with everyone
- Using it to help provide context in different settings
 - Bond FAQ
 - Community engagement processes
- Later this year, we'll seek feedback

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Arlington
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The APS 3-5 Year Action Plan

Thank you!

