

Input on the Draft Strategic Plan
Received via email from Steering Committee Members

From Michael Swisher

APS STRATEGIC PLAN Draft

April 2, 2018

We work together to ensure all students learn, grow, and thrive in safe, healthy, and supportive learning environments.

VISION

An inclusive community empowering all students to foster their dreams, explore their possibilities, and create their futures.

CORE VALUES

Boldness: We engage in innovative and forward-thinking ideas and processes that enable us to be responsive to the expectations of our community and organization while cultivating creativity, critical-thinking, and resourcefulness in our students.

Collaboration: We build partnerships with staff, students, families, and our community to support the success of our students.

Excellence: We ensure all students receive an exemplary education that is academically challenging and supports their social and emotional needs.

Inclusivity: We strengthen our community through valuing people for who they are, nurturing our diversity, and embracing the contributions of all students, families, and staff.

Equity: We believe that everyone - staff, students, and families, should have the same opportunities to be successful

Integrity: We build trust through acting honestly, openly, ethically and respectfully with one another.

Stewardship: We carefully manage our resources to honor the community's investment in our school system; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.

GOALS, STRATEGIES, DESIRED OUTCOMES, & MONITORING METRICS

Goal 1: ~~Student Centered Schools~~Life, Career, and College-Ready Students

~~Nurture Prepare~~ all student's intellectual, physical, mental, and social-emotional growth infor their futures through engagement in healthy, safe, and supportive learning environments.

Strategy 1.1

~~Provide and integrate~~Establish evidence-based practices across programs and curricula that support social, emotional, physical and mental health ~~resources into program implementation, curriculum, and professional learning~~

Desired Outcome

All students have access to prevention and intervention services that support mental, behavioral, and social-emotional health to promote healthy development

Implement an evidence-based curriculum that focuses on students' social, emotional, and mental health needs and provides interventions when needed

Commented [1]: I'm looking for greater emphasis on equity. It feels 'buried' as the 3rd strategy under Goal 1
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APS provides a learning environment that is physically and emotionally safe for students and adults

Staff at all levels are trained to recognize and and respond to all levels of issues and concerns that students experience.

Strategy 1.2

Integrate~~Build~~ culturally relevant concepts and practices that reflect the diversity of the student body into all levels of school interactions

Desired Outcome

Staff actively seek out learning experiences that exposes students to diverse cultures and opinions

~~All students experience equitable opportunities and disciplinary actions, where their strengths are identified and nurtured to support growth and learning~~

All students and families feel welcome and supported at school and at all APS events

~~APS provides a learning environment that is physically and emotionally safe for students and adults~~

Students

~~Opportunity and achievement gaps are eliminated~~

Strategy 1.3

Ensure equity of access and opportunity across all school programs

Desired Outcome

All students are able to access curriculum, intervention and enrichment services, options schools, and school programs without barriers

All students experience equitable opportunities and disciplinary actions, where their strengths are identified and nurtured to support growth and learning

Strategy 1.4

Establish and promote a culture of physical and mental wellness

Desired Outcome

Students engage in healthy practices that they can continue throughout their lives

Opportunities for movement and physical fitness are embedded throughout the school day

APS Food Service provides healthy meal options

APS Staff model and encourage healthy habits

Monitoring Metrics:

Key findings on the *Youth Risk Behavior Survey* in the areas of bullying, mental health, relationship violence, alcohol use, and drug use will show trends aligning with increased wellbeing for our students

Reduction in the overall number of *bullying incidents*

Whole Child indicators demonstrate implementation of safe, healthy, and supportive learning environments

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Student attendance rates
Application and acceptance data for all APS option schools/programs
[Disciplinary actions, especially with an equity lens](#)

GOAL 2: [Life, Career, and College-Ready Students](#) [Student-Centered Learning](#)

Challenge and engage all students in meaningful learning experiences through multiple pathways.

Strategy 2.1

Deliver curriculum through innovative and relevant strategies that are adaptable to the diverse needs of each student

Desired Outcome

- All students are academically challenged
- Opportunity and achievement gaps are eliminated
- A comprehensive and balanced assessment system

Strategy 2.2

Increase meaningful inclusive learning environments for students

Desired Outcome

All students are welcomed, valued, empowered, and supported in shared environments and experiences

Strategy 2.3

Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships

Desired Outcome

- Students have a variety of experiences that reflect college and career opportunities
- All students have the opportunity to learn about and experience workplace expectations and career options
- All students have access to personalized learning opportunities

Strategy 2.4

Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools

Desired Outcome

A variety of school options that provide multiple pathways to graduation

Strategy 2.5

Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction

Desired Outcome

The curriculum will reflect the Profile of a Virginia Graduate in all content areas

Monitoring Metrics:

- Percentage of students engaged in internships/externships
- Percentage of students meeting college and workforce-readiness benchmarks on industry credential tests
- Overall proficiency and growth in English reading/writing, social studies,

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math, and science achievement for all student groups
Graduation rates
Percentage of English Learners who demonstrate proficiency and growth on WIDA ACCESS
Percentage of special education students in general education environments for courses
College, career and civic readiness (2021-22)

GOAL 3: Strong and Mutually Supportive Partnerships

Strengthen connections between schools and the community to broaden opportunities for student learning, development, and growth.

Strategy 3.1

Actively build relationships with Facilitate open communication, cooperation, and collaboration between schools, families, businesses, community organizations, and Arlington County government services, that support student success and other organizations

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Desired Outcome

Student learning will extend beyond the walls of schools
S-Opportunities for all students will to engage in partnerships, including internships/externships, service and leadership opportunities with community businesses and organizations
-All communities will be provided communication and support specific to their community
Increased collaboration between APS, Arlington County, and community organizations will maximize efficiencies

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Strategy 3.2

Provide training and resources for staff and families on strategies for increased family and community engagement

Desired Outcome

Implementation of high impact strategies for engaging all families

Strategy 3.3

APS actively shares data and information with the broader community

Desired Outcomes

Agencies and organizations can share information about individual students who are in need of support

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APS identifies and publishes areas of success as well as challenges

Monitoring Metrics:

Website analytics including number of visitors to Engage site and social media followers
Percentage of parent and staff participation in key surveys
Numbers of parent participants in groups and FACE activities such as Participa, etc.
Number of business and community partnerships classified by type
Survey results: stakeholders involved in their school community,

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communications effectiveness, trust and satisfaction, etc.

GOAL 4: Engaged Workforce

Invest in our workforce to ensure a place in which talented individuals choose to work

Strategy 4.1

Recruit, retain, and advance high-quality employees who reflect the diversity of our student population.

Desired Outcome

Recruit, hire, and retain employees to maintain a high-quality workforce

Strategy 4.2

Provide growth and leadership opportunities for all staff by providing meaningful, high-quality, and relevant professional learning opportunities

Desired Outcome

High-quality professional learning opportunities for all staff, across all employee groups

Strategy 4.3

Strengthen the evaluation process

Desired Outcome

An evaluation process that provides actionable feedback to all employees

Strategy 4.4

Promote employee health, wellness, and engagement

Desired Outcome

Employees feel engaged, included, respected, and supported

Monitoring Metrics:

Panorama survey questions related to professional learning and engagement

Retention of workforce

Applicant pool ratio (number of qualified applicants per advertised position)

Hire rates in difficult to fill positions including length of time to fill these positions

Staff diversity trends

Number of vacancies on the first school day

Exit survey data

Employee accident rates

Staff attendance rates

GOAL 5: Operational Excellence

Strengthen and improve system-wide operations to meet the needs of Arlington's growing and changing community

Strategy 5.1

Manage available resources and assets efficiently and effectively

Desired Outcome

Control of long-term costs by increasing operational efficiency of new and existing facilities

Preserve high standards for fiscal responsibility

Strategy 5.2

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Use strategic and systematic thinking and planning to ensure organizational capacity and flexibility to accommodate sustained growth.

Desired Outcome

Information services support learning and administration needs
The Capital Improvement Plan (CIP) aligns resources to capacity and facility requirements

Strategy 5.3

Provide high-performance learning and working environments

Desired Outcome

Facilities are designed, developed, and maintained to provide optimal and safe learning environments that meet or exceed school facilities standards
Environmental stewardship practices reduce waste and energy usage

Monitoring Metrics:

Percentage of data available in the data warehouse
Percentage of suppliers who automatically receive purchases from STARS
Information systems break fix turnaround time
Work order completion
Safety inspections
QC scores
Percentage of capital projects completed on time and within budget
Per pupil spending
Energy usage per square footage
Percentage of recycling in facilities
On-time transportation rates

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From Heather Sauve

**APS STRATEGIC PLAN
DRAFT
April 2, 2018**

MISSION

Arlington Public Schools will ~~We~~ work together to ensure all students learn, grow, and thrive in safe, healthy, and supportive learning environments.

VISION

Arlington Public Schools is an inclusive community empowering all students to foster their dreams, explore their possibilities, and create their futures.

CORE VALUES

- **Innovate: Boldness:** ~~We APS engages and applauds~~ engage in innovative and forward-thinking ideas and processes that enable us to be responsive to the expectations of our community and organization while cultivating creativity, critical-thinking, and resourcefulness in our students.
- **Collaboration:** ~~We APS continues to~~ build partnerships with staff, students, families, and our community to support the success of our students.
- **Excellence:** ~~We APS ensures~~ all students receive an exemplary education that is academically challenging and supports their social and emotional needs.
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- **Stewardship:** ~~We carefully~~ ~~APS promises to continue to~~ manage our resources to honor the community's investment in our school system; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.

GOALS, STRATEGIES, DESIRED OUTCOMES, & MONITORING METRICS

GOAL 21: Student-Centered Learning

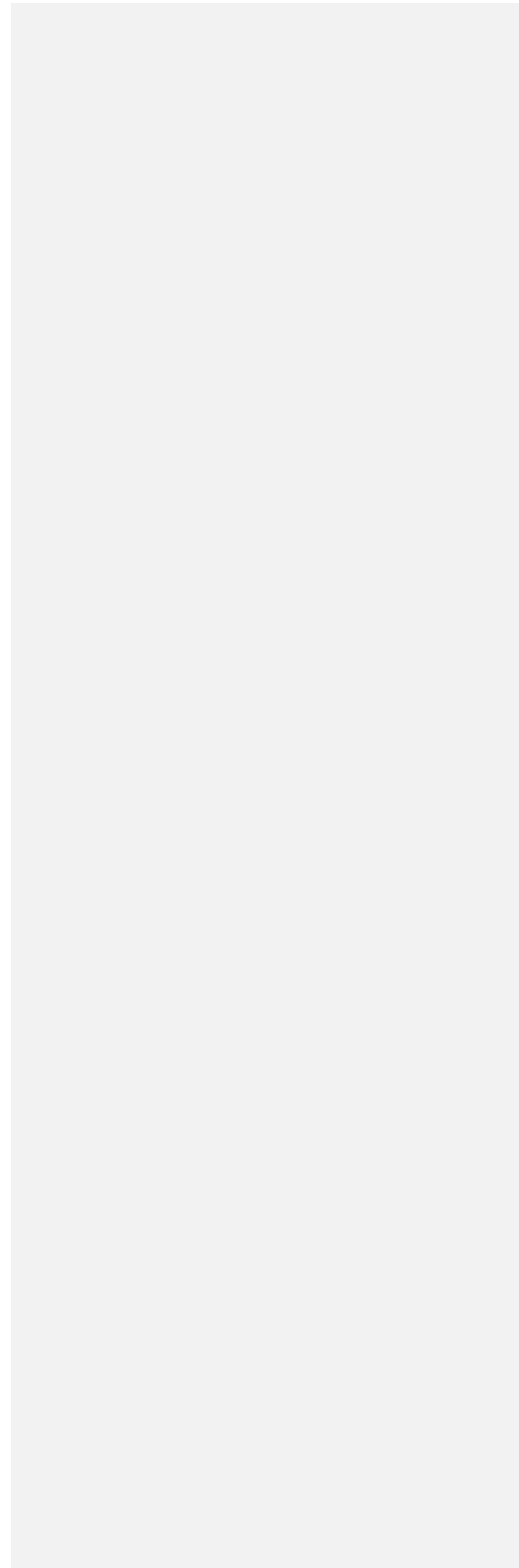
Challenge and engage all students in meaningful learning experiences through multiple pathways.

Strategy 1.1

Deliver curriculum through innovative and relevant strategies that are adaptable to the diverse needs of each student

Commented [HS2]: Make Goal #2 into Goal #1. Our primary goal as APS is to focus on student learning. This should be first

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Desired Outcome

- All students are academically challenged
- Opportunity and achievement gaps are eliminated
- A comprehensive and balanced assessment system

Strategy 1.2

Increase meaningful inclusive learning environments¹ for students

Desired Outcome

- All students are welcomed, valued, empowered, and supported in shared environments and experiences

Strategy 1.3

Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships

Desired Outcome

- Students have a variety of experiences that reflect college and career opportunities
- All students have the opportunity to learn about and experience workplace expectations and career options
- All students have access to personalized learning opportunities

Strategy 1.4

Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools

Desired Outcome

- A variety of school options that provide multiple pathways to graduation

Strategy 1.5

Embed global competencies², critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction

Desired Outcome

- The curriculum will reflect the Profile of a Virginia Graduate in all content areas

¹ A vision and practice...of welcoming, valuing, empowering, and supporting the diverse academic, social/emotional, language, and communication learning of all students in shared environments and experiences for attaining the desired goals of education. Inclusion is a belief that everyone belongs, regardless of need or perceived ability, and that all are valued and contributing members of the school community (Villa and Thousand, 2016).

² Students are able to investigate the world, recognize perspectives, communicate ideas, and take action

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Monitoring Metrics:

- By 2024, X percent of students will be engage in *internships, externships, and work-based learning experiences*.
- By 2024, X percent of students will meet college and workforce-readiness benchmarks on *industry credential tests*.
- By 2024, overall proficiency and growth in English reading/writing, social studies, math, and science achievement for all student groups will be X according to the *standards of learning assessments, alternative performance tasks, and early literacy measures*.
- By 2024, *graduation rates* will be X.
- By 2024, 100% of English learning will meet the progress targets on the *WIDA ACCESS assessment*.
- By 2024, the percentage of special education students in general education environments for courses will be X percent according to *Indicator X*.
- By 2024, 100% of students will meet the *college, career and civic readiness (2021-22)* indicators as defined by the Virginia Department of Education.

Goal 2: Continue focus and initiatives to meet the needs of the Whole Child by ensuring that each student is healthy, safe, supported, engaged and academically challenged.

Strategy 2.1

Utilizing the existing framework, create a clearinghouse of the Whole Child programs, services, activities, etc within APS that is accessible by parents, students, staff and the supporting community.

Desired Outcome

- **Complete a district level inventory of available services and resources identified in the current framework to make budget recommendations and resource allocation to begin addressing gaps.**
- **Complete an inventory at each school using the Whole Child framework and use School Management Plans to address any gaps.**
- **Avoid duplication of efforts and find maximum efficiencies so that APS can utilize the best resources and tools to support the Whole Child framework.**
- **Establish and further develop strong partnerships in our community with our staff, students and their families.**

Strategy 2.2

Foster effective and meaningful collaboration among and between resources in the APS and the community.

Desired Outcome

- **Increase collaboration and integration of existing APS programs and services, student, teacher and parent organizations, which encourages participants to share successes and navigate hurdles.**

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- **County government agencies and programs, non-profit organizations, businesses, advisory groups, and community groups will be a useful resource to strengthen the existing programs.**
- **Link professional development offerings for APS staff to the Whole Child framework.**
- **Enhance and evaluate wrap around services, coordinating after school needs.**

Strategy 2.3

Establish and promote a culture of physical and mental wellness

Desired Outcome

- ~~Students and employees engage in healthy practices that they can continue throughout their lives in and out of the classroom with support and respect.~~
- ~~Create more opportunities for movement and physical fitness are embedded for students in staff during instruction, between classes and before and after school activities.~~
- ~~Employees feel engaged, included respected and supported through opportunities in and out of the classroom~~
- **Each school establishes a Wellness Council, which consists of staff, school counselors, PTA or parent volunteers and utilizes crossover resources such as nutrition and county health (school nurses)**

Commented [HS3]: Moved to Goal 2 – Whole Child

Commented [HS4]: Unsure if this needs to be specifically spelled out for physical and mental wellness if we are using the Whole Child, because that framework would support this.

Monitoring Metrics:

- **Develop an associated PIP that incorporates the framework and key implementation process.**
- **Define and assign resources and management to the APS Whole Child framework from the budget to ensure accountability of progress, APS integration and continuation of the program**
- **APS can use professional development and framework to show the alignment with the whole child and prioritize spending for offerings that address whole child needs.**
- **Annual / bi-annual reporting to the community from allocated resources (director, advisory committee, etc)**
- **The Wellness Council completes a yearly assessment that focuses on the areas of the Whole child to celebrate successes and assist with the development of gaps in the next School Management Plan.**

Goal 3: Life, Career, and College Ready Students

Prepare all students for their futures through engagement in healthy, safe, and supportive learning environments.

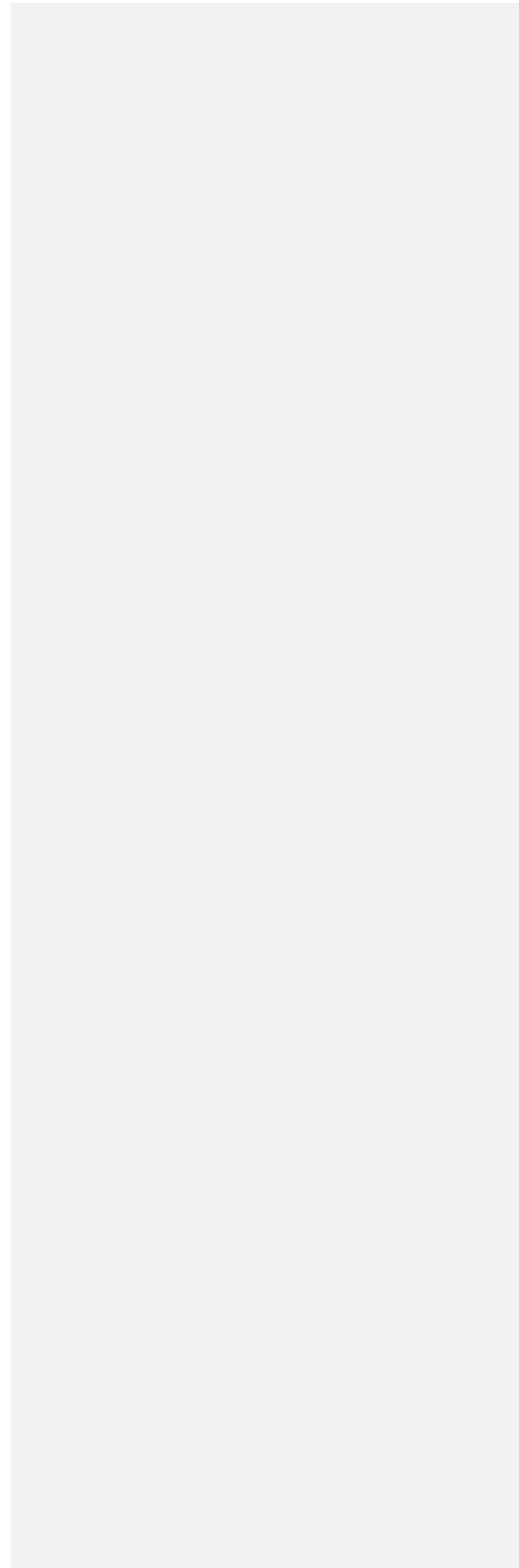
Strategy 3.1

Provide and integrate social, emotional, and mental health resources into program implementation, curriculum, and professional learning

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Desired Outcome

- All students have access to prevention and intervention services that support mental, behavioral, and social-emotional health to promote healthy development
- Implement an evidence-based curriculum that focuses on students' social, emotional, and mental health needs and provides interventions when needed



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Strategy 3.2

Build culturally relevant concepts³ and practices into all levels of school interactions

Desired Outcome

- All students experience opportunities where their strengths are identified and nurtured to support growth and learning
- All students and families feel welcome and supported at school and at all APS events
- APS provides a learning environment that is physically and emotionally safe for students and adults
- Opportunity and achievement gaps⁴ are eliminated

Strategy 3.3

Ensure equity of access and opportunity across all school programs

Desired Outcome

- All students are able to access curriculum, intervention and enrichment services, options schools, and school programs without barriers

Strategy 3.4

~~Establish and promote a culture of physical and mental wellness~~

~~**Desired Outcome**~~

- ~~• Students engage in healthy practices that they can continue throughout their lives~~
- ~~• Opportunities for movement and physical fitness are embedded~~

Commented [HS5]: Moved to Goal 2 – Whole Child

Monitoring Metrics:

- By 2024, key findings on the *Youth Risk Behavior Survey* in the areas of bullying, mental health, relationship violence, alcohol use, and drug use will show trends aligning with increased wellbeing for our students including:
 - a. A reduction in the percentage of students who report another student making an unwelcome sexual comment, joke, or gesture on school property in the past 12 months by X percent.
 - b. A reduction in the percentage of students who report being a victim of bullying in the past year by X percent.
 - c. A reduction in the percentage of students who report feeling sad or hopeless in the past year by X percent.

³ Including students' cultural references in all aspects of learning; "a way of teaching used to empower students intellectually, socially, emotionally, and politically by use of cultural references that impart knowledge skills, and attitudes" (Ladson-Billings, 1992); students learn best when their learning styles, cultural practices, and language background are congruent with curriculum and instruction (Cochran-Smith, 2001)

⁴ Opportunity and achievement gaps refer to ensuring strong expectations for academic excellence and care, support, and safety for all

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- d. A reduction in the percentage of students who report using drugs in the past month by X percent.
- e. A reduction in the percentage of students who report using drugs in the past month by X percent.
- By 2024, the number of *bullying incidents* reported by students will be less than X percent.
- By 2024, each school will report 95% implementation of the *Whole Child indicators* in the areas of safe, healthy, and supportive learning environments.
- By 2024, *chronic absenteeism*, the percentage of students missing 10% or more of the school year, will be X percent.
- By 2024, the *applications completed for APS options schools* and programs will reflect the student population of APS.

GOAL 2: Student-Centered Learning

Challenge and engage all students in meaningful learning experiences through multiple pathways.

Strategy 2.1

Deliver curriculum through innovative and relevant strategies that are adaptable to the diverse needs of each student

Desired Outcome

- All students are academically challenged
- Opportunity and achievement gaps are eliminated
- A comprehensive and balanced assessment system

Strategy 2.2

Increase meaningful inclusive learning environments⁵ for students

Desired Outcome

- All students are welcomed, valued, empowered, and supported in shared environments and experiences

Strategy 2.3

Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships

Desired Outcome

⁵ A vision and practice...of welcoming, valuing, empowering, and supporting the diverse academic, social/emotional, language, and communication learning of all students in shared environments and experiences for attaining the desired goals of education. Inclusion is a belief that everyone belongs, regardless of need or perceived ability, and that all are valued and contributing members of the school community (Villa and Thousand, 2016).

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- Students have a variety of experiences that reflect college and career opportunities
- All students have the opportunity to learn about and experience workplace expectations and career options
- All students have access to personalized learning opportunities

Strategy 2.4

Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools

Desired Outcome

- A variety of school options that provide multiple pathways to graduation

Strategy 2.5

Embed global competencies⁶, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction

Desired Outcome

- The curriculum will reflect the Profile of a Virginia Graduate in all content areas

Monitoring Metrics:

- By 2024, X percent of students will be engage in *internships, externships, and work-based learning experiences*.
- By 2024, X percent of students will meet college and workforce readiness benchmarks on *industry credential tests*.
- By 2024, overall proficiency and growth in English reading/writing, social studies, math, and science achievement for all student groups will be X according to the *standards of learning assessments, alternative performance tasks, and early literacy measures*.
- By 2024, *graduation rates* will be X.
- By 2024, 100% of English learning will meet the progress targets on the *WIDA ACCESS assessment*.
- By 2024, the percentage of special education students in general education environments for courses will be X percent according to *Indicator X*.
- By 2024, 100% of students will meet the *college, career and civic readiness (2021-22)* indicators as defined by the Virginia Department of Education.

GOAL 3: Strong and Mutually Supportive Partnerships

Strengthen connections between schools and the community to broaden opportunities for student learning, development, and growth.

Strategy 3.1

⁶ Students are able to investigate the world, recognize perspectives, communicate ideas, and take action

Commented [HS6]: This should be GOAL #1, I moved it up.

Commented [HS7]: I don't think this needs its own goal

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~~Facilitate open communication, cooperation, and collaboration between schools, families, businesses, Arlington County, and other organizations~~

Desired Outcome

- ~~• Opportunities for all students to engage in partnerships, including internships/externships with community businesses and organizations~~
- ~~• All communities will be provided communication and support specific to their community~~
- ~~• Increased collaboration between APS, Arlington County, and community organizations will maximize efficiencies~~

Strategy 3.2

~~Provide training for staff and families on strategies for increased family and community engagement~~

Desired Outcome

- ~~• Implementation of high impact strategies for engaging all families~~

Monitoring Metrics:

- By 2024, the percentage of *visitors to the Engage site* will have increased by X percent.
- By 2024, the percentage of *social media followers* will have increased by X percent.
- By 2024, the percentage of *parent and staff participation in key surveys* will be X percent.
- By 2024, *business and community partnerships*, classified by type, will have increased by X percent.
- By 2024, key findings on the *School Climate Survey* in the areas of school community, communications effectiveness, and trust will show trends aligning with increased satisfaction including:
 - An increase in...

GOAL 4: Engaged Workforce

Invest in our workforce to ensure a place in which talented individuals choose to work

Strategy 4.1

Recruit, retain, and advance high-quality employees who reflect the diversity of our student population.

Desired Outcome

- Recruit, hire, and retain employees to maintain a high-quality workforce

Strategy 4.2

Provide growth and leadership opportunities for all staff by providing meaningful, high-quality, and relevant professional learning opportunities

Commented [HS8]: Make this 3.1 a part of the whole child section

Commented [HS9]: Make this 3.2 part of the staff development

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Desired Outcome

- High-quality professional learning opportunities for all staff, across all employee groups

Strategy 4.3

Strengthen the evaluation process

Desired Outcome

- An evaluation process that provides actionable feedback to all employees

Strategy 4.4

Provide training for staff and families on strategies for increased family and community engagement

Desired Outcome

- Implementation of high impact strategies for engaging all families
- Strengthen our parent/teacher/student associations to support our student's learning environments, staff working environments and family engagement with APS

Commented [HS10]: Make this part of the staff development

Strategy 4.4

Promote employee health, wellness, and engagement

Desired Outcome

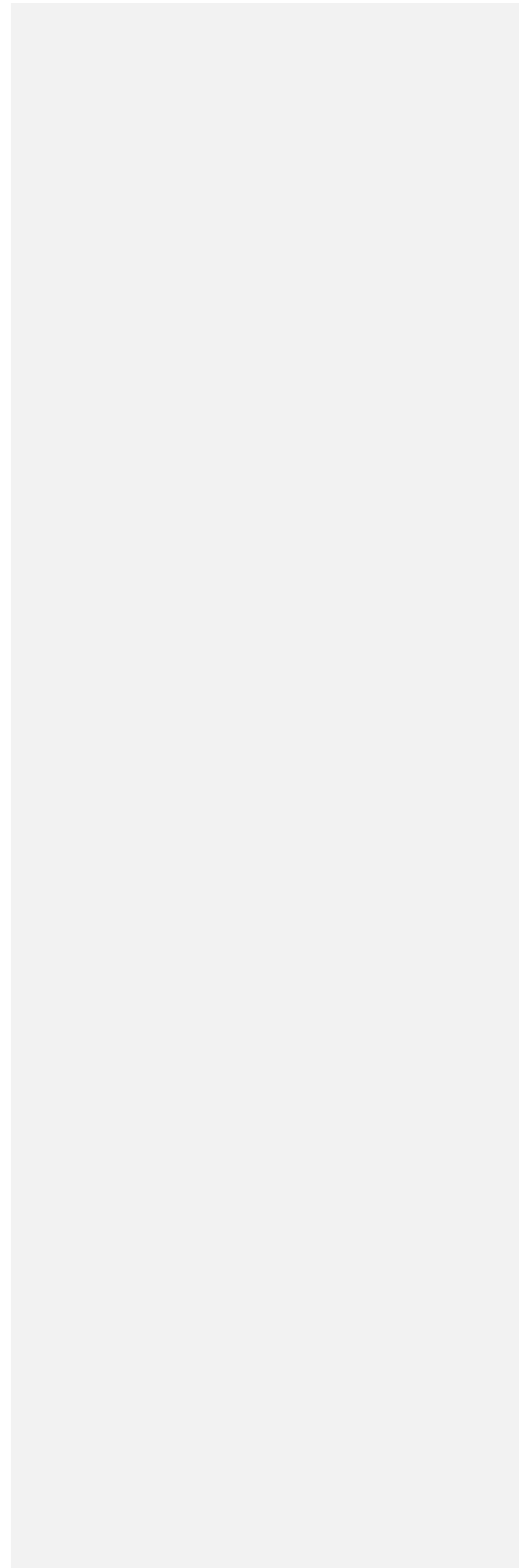
- Employees feel engaged, included, respected, and supported

Commented [HS11]: Make this part of physical activity in whole child

Monitoring Metrics:

- By 2024, key findings on the *Panorama Survey* in the areas of school professional learning and engagement will show trends aligning with increased satisfaction including:
 - An increase in...
- By 2024, Arlington Public Schools will *retain* X percent of the workforce including...
- By 2024, the *applicant pool ratio* (number of qualified applicants per advertised position) will be X.
- By 2024, the hire rates for *difficult to fill positions* will be X with the length of time to fill these positions X.
- By 2024, staff diversity will reflect student diversity.
- By 2024, the number of vacancies on the first school day will be zero for instructional positions.
- By 2024, employee accident rates will be X.
- By 2024, less than X percent of staff will be absent more than 10% of the school year.

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From Amina Luqman Dawson

A complex array of forces both local and beyond our borders, along with historical and present-day practices, intersect to create what today we see in our schools as achievement and opportunity gaps. We do not accept that these are intractable problems. Rather we see opportunities to re-ignite and re-dedicate our efforts to create a more equitable educational system that serves each and every child regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success. We strive to be more deliberate and specific, both in naming the challenges we face and in directing our remedies.

Goal 2a: Ensuring Equity

Broadening opportunities, building support systems and eliminating barriers to meet the needs of our most vulnerable students.

Strategy 2a1: Implement policies, programs and distribute resources to offset and mitigate the effects of residential segregation.

Desired Outcomes

- Student achievement will not be predictable by any demographic classification, i.e. race, socioeconomic status or zip code.

Strategy 2a2: Broaden opportunities and create scaffolding and supports that identify and retain students from vulnerable populations for participation in advanced academic programs and courses.

Desired Outcomes

- The demographic population of advanced academic programs and courses matches that of Arlington County's student body.
- Increased knowledge and positive perceptions about advanced academic programs and courses among vulnerable populations and their families.

Strategy 2a3: Consciously address the existence of unconscious racial bias in classrooms, administration and the broader school community.

Desired Outcomes

- Elimination of racial disparities in discipline.
- Student demographic population in special education matches that of Arlington County's student body.
- Board members, administrators and school staff routinely engage in discussions about racial bias that lead to productive and substantive remedies.

Strategy 2a4: Collaborate with local, state and federal entities to provide services to mitigate and eliminate the effects of poverty on students.

Desired Outcomes

- Students enter classrooms with their health, nutritional and housing needs met.

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- Students enter school having attended high quality pre-school and exposed to rich learning opportunities akin to their wealthier classmates.

Strategy 2a5: Develop systems to track programs, practices and strategies being used to meet equity goals and eliminating opportunity and achievement gaps.

Desired Outcomes

- Identification of programs for expansion and replicability.
- Development of new programs based on what we learn about what works.
- Better communication and understanding among schools about programs and strategies implemented.

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From the Group Working on Goals 1 & 2 at the April 23 Meeting

A complex array of forces both local and beyond our borders, along with historical and present-day practices, intersect to create what today we see in our schools as achievement and opportunity gaps. We do not accept that these are intractable problems. Rather we see opportunities to re-ignite and re-dedicate our efforts to create a more equitable educational system that serves each and every child regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success. We strive to be more deliberate and specific, both in naming the challenges we face and in directing our remedies.

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- Elimination of racial disparities in discipline.
- Student demographic population in special education matches that of Arlington County's student body.
- Board members, administrators and school staff routinely engage in discussions about racial bias that lead to productive and substantive remedies.

Strategy 2a4: Collaborate with local, state and federal entities to provide services to mitigate and eliminate the effects of poverty on students.

Desired Outcomes

- Students enter classrooms with their health, nutritional and housing needs met.

Input on the Draft Strategic Plan
Received via email from Steering Committee Members

- Students enter school having attended high quality pre-school and exposed to rich learning opportunities akin to their wealthier classmates.

Strategy 2a5: Develop systems to track programs, practices and strategies being used to meet equity goals and eliminating opportunity and achievement gaps.

Desired Outcomes

- Identification of programs for expansion and replicability.
- Development of new programs based on what we learn about what works.
- Better communication and understanding among schools about programs and strategies implemented.