

APS STRATEGIC PLAN 2018-24

MESSAGE FROM THE SCHOOL BOARD CHAIR

MESSAGE FROM THE SUPERINTENDENT

- Focus on students at the center, role of staff and the overall organization and community to meet students' needs as well as the goals outlined below
- Themes include continued success as a school division as we strive to eliminate opportunity gaps and support the needs of the whole child through safe and healthy learning environments. This work will be achieved through an engaged workforce who focuses on operational excellence and the strengthening of community and family partnerships
- Profile of a graduate and changing culture of schools
 - Content knowledge combined with workplace skills, community and civic responsibility, and career planning
- Our goal is for every student to explore their possibilities, chart their goals, and have the knowledge and skills needed for whatever their future holds

TABLE OF CONTENTS

1. Introduction
2. Strategic Planning Development Process
3. Strategic Planning "Tuning" Process
4. Arlington Public Schools Quick Facts
5. Mission and Vision
6. Core Values
7. Goals, Strategies, and Metrics

INTRODUCTION

Education systems, as well as the local and global world, continue to evolve. We have transitioned from agricultural and industrial communities to post-industrial and global communities. As we reflect on these shifts and the needs of our students, we understand the need to build on our successes and reimagine what is possible in education. This change includes ensuring that students have the content knowledge they need as well as the skills related to communication, collaboration, critical thinking, creativity, and citizenship. As students prepare for their futures, the ability to build effective relationships and apply workplace skills will be paramount. Additionally, preparing students for college and career means not just strong academics and skills, but a wide range of social and emotional skills. Therefore, throughout the strategic plan, we focus on each of these areas as we support globally competent students who investigate the world, recognize perspectives, communicate ideas, and take action.

In addition to addressing the overall shifts in education, Arlington Public Schools (APS) continues to focus on eliminating opportunity gaps. A complex array of forces both local and global, along with historical and present-day practices, intersect to create what we see in our schools as achievement and opportunity gaps. We do not accept that these are intractable problems. Rather we see opportunities to reignite and rededicate 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 predictors of

success. We strive to be more deliberate and specific, both in naming the challenges we face and in directing our remedies. We believe that student achievement should not be predictable by any demographic classification, i.e. race, socioeconomic status or zip code. Therefore, throughout the strategic plan, we have woven those strategies that will strengthen APS' focus on eliminating opportunity gaps.

Finally, APS is also mindful of the need to manage growth and our capital and natural resources wisely. We continue to grow as a school division, rapidly evolving into a larger and more dynamic system, ready to meet the needs of the Arlington community. This plan focuses energy and resources on smart and strategic planning for APS' growth over the next six years.

STRATEGIC PLANNING PROCESS

In the fall of 2017, the APS School Board shaped the charge to the Superintendent's Strategic Plan Steering Committee. The Superintendent then selected co-chairs, Meredith Purple and Ted Black to lead the process. The community was invited to help shape the plan through an application process for the Strategic Plan Steering Committee. From over 120 applicants, 23 committee members were selected (see Appendix A), representing:

- Parents and community members
- APS staff across various employee scales
- Students
- Arlington County Government staff
- Neighborhood and options schools as well as programs across all school levels
- Representatives from internal and external advisory committees

Throughout the process, community input has been encouraged and gathered through:

- Meetings with APS Ambassadors, PTA Presidents and a variety of parent and community groups
- Multiple community surveys
- School Board Work Session, February 2018
- School Board Monitoring Report, April 2018
- Podcasts
- SchoolTalk messages
- Article in The Citizen
- Letter to the Editor, Sun Gazette
- Interviews with Wakefield, Washington-Lee, and Yorktown student journalists for articles in student newspapers

Meetings of the Strategic Plan Steering Committee have been open to the public and advertised on APS' website. Public comment was welcomed at the meetings and encouraged from citizen groups and individuals. All meeting materials, work products, meeting notes and input received were made public on the Strategic Planning webpage for community review.

Our strategic planning process has focused on the environment within APS as well as the external environments within Arlington, the state, and globally; on quantitative and

qualitative information; and on participatory involvement. The following tables highlight the data sources and processes used to develop the strategic plan:

Internal APS Resources

- [2011-17 APS Strategic Plan](#)
- [2017 Baldrige Self-Assessment](#)
- Advisory Committee on Instruction: Annual Reports
- [APS 3-5 Year Action Plan](#)
- APS Data Dashboard
- [APS Program Evaluations](#)
- [Arlington’s 2017 Youth Risk Behavior Survey](#)
- [Community Facility Study](#)
- [Facilities Advisory Committee: Future Facilities Needs Report](#)
- [Master Planning Committee Report](#)
- [Whole Child Framework](#)

External Resources

- [Arlington County Vision](#)
- [Blueprint Virginia 2025: A Business Plan for the Commonwealth](#)
- [Building the Talent Pipeline](#)
- [Destination Known: Valuing College and Career Readiness in State Accountability Systems](#)
- [Employability Skills](#) (Perkins Collaborative Resource Network)
- [Environmental Scan](#)
- [Future of Jobs](#)
- [Global Competence](#)
- [P21 Framework](#)
- [Profile of a Virginia Graduate](#)
- [Supporting Future Oriented Teaching and Learning](#)
- [Transformational Vision for Education in the US](#)
- [Virginia’s Workplace Readiness Skills: Framework for the Future](#)

Steering Committee Meetings

Setting the Stage	October 30, 2017
Vision	November 16, 2017
Mission, Vision, and Core Values	November 27, December 5, December 21, 2017, and January 24, 2018
Goals	January 9, 2018
Comprehensive Review	February 10, 2018
Goals and Strategies	February 26, 2018
Comprehensive Review	March 14, 2018
Community Presentation	April 2, 2018
Comprehensive Review	April 23, 2018

Stakeholder Input

Hopes and Aspirations	September and October 2017
Mission, Vision, and Core Values	January 2018
Goals and Strategies	February 2018
Draft Strategic Plan	April 2018

STRATEGIC PLAN “TUNING” PROCESS

Understanding that APS, as well as education as a whole, is dynamic and constantly evolving, each year the strategic plan will be reviewed by staff, parents, and community members to determine annual performance toward goals as well as to make any adjustments that may be needed. Adjustments may be made to goals, desired outcomes, objectives, or strategies as we engage in constant monitoring and realignment. In addition to this annual process, the strategic plan drives the annual school board and superintendent priorities, district department plans, school plans, and specific projects and tasks. The chart below shows the steps of each of these components and the timing of the related tuning processes.

Planning System	Steps	Horizon	Tuning
<pre> graph TD SP[Strategic Plan] --> SB[SB/Supt Priorities] SB --> DP[Department Plans] SB --> SP2[School Plans] DP <--> SP2 DP --> PT[Projects & Tasks] SP2 --> PT </pre>	<ol style="list-style-type: none"> 1. Conduct community outreach. 2. Update Environmental Scan. 3. Review relevant data. 4. Update long-term goals, strategies, desired outcomes, and indicators. 	6 years	Annual
	<ol style="list-style-type: none"> 1. Develop a "vital few" set of priorities 2. Cascade priorities to all levels of the division 3. Align annual budget and resource allocation to priorities 	1-5 years	Annual
	<ol style="list-style-type: none"> 1. Update current condition. 2. Create priority-aligned SMART goals and projects with specific targets and time limits. 3. Allocate resources to support SMART goals. 4. Develop project management plans. 5. Establish SB/Supt approval of SMART goals and project management plans. 	1-3 years	90 days
	<ol style="list-style-type: none"> 1. Create an activity and task list of key actions for completing SMART goals and projects. 2. Monitor and report progress. 3. Adjust activities and tasks, as needed. 	Various	90 days or less

In addition to the tuning process, in which the core components of the strategic plan will be reviewed, each year, APS staff will prepare an annual implementation plan, describing the detailed tasks that will be undertaken in order to meet the goals in the strategic plan.

ARLINGTON PUBLIC SCHOOLS QUICK FACTS

MISSION, VISION, AND CORE VALUES

Our mission and vision articulate why APS exists as an organization and what we aspire to achieve. Our core values are the beliefs and philosophies that frame APS planning and decision-making. They serve as the foundation of our work.

MISSION

We work together to ensure all students learn 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

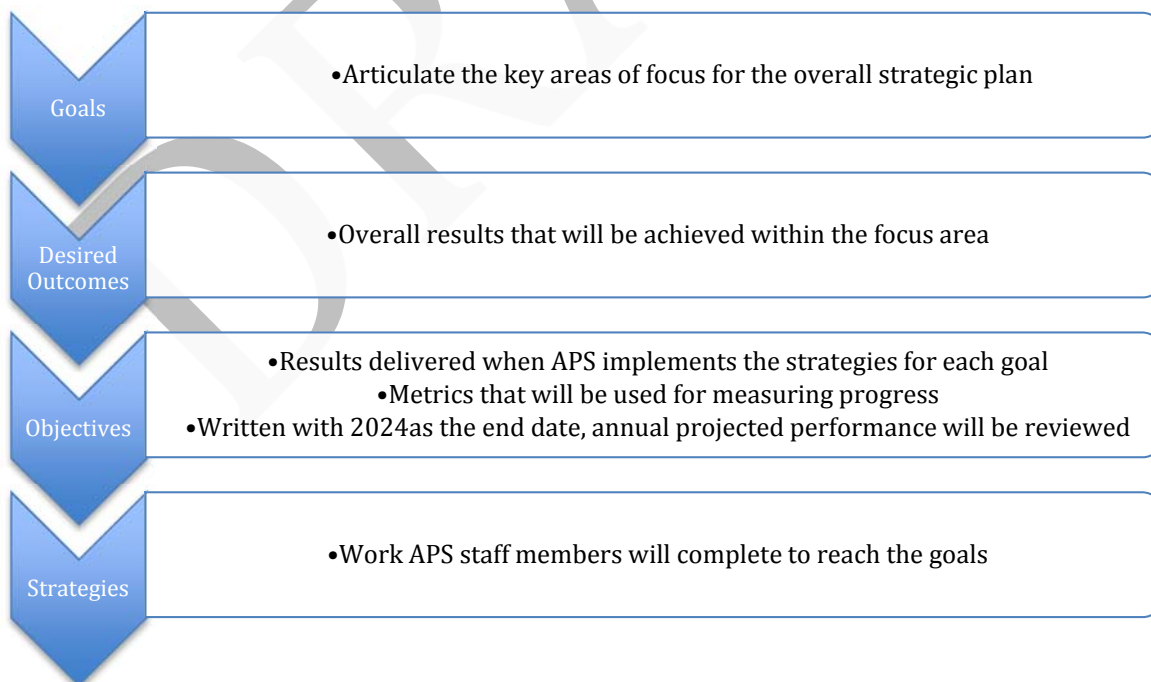
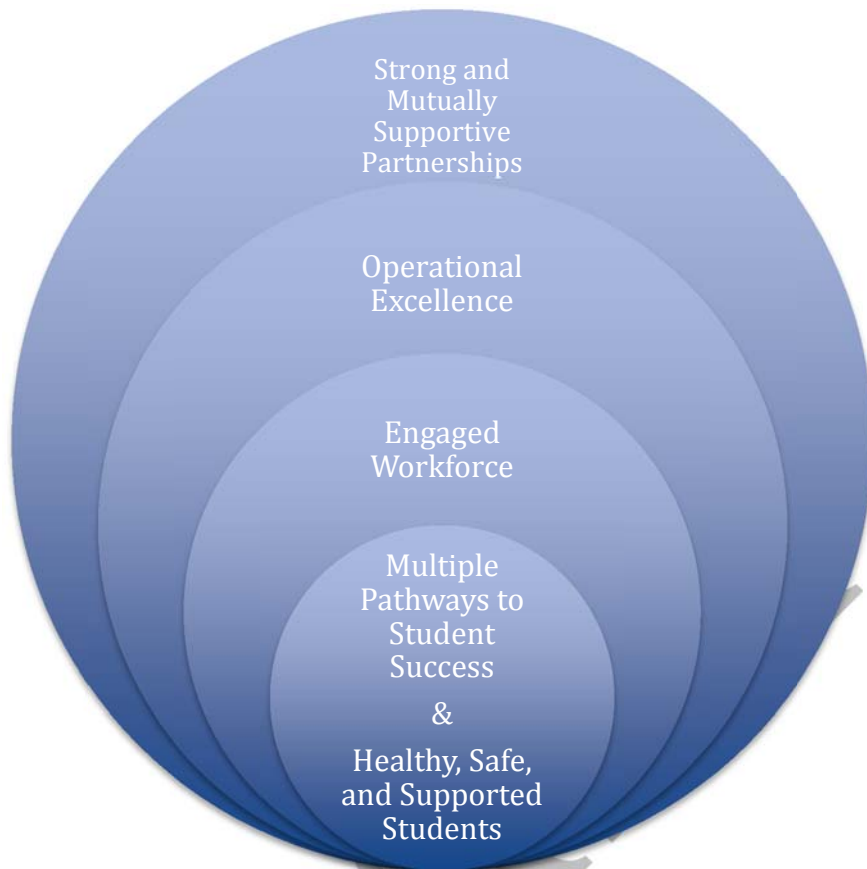
- **Excellence:** We ensure all students receive an exemplary education that is academically challenging and supports their social and emotional needs.

- **Equity:** We strive to eliminate opportunity gaps by providing access to school, resources, and learning according to 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.
- **Integrity:** We build trust through acting honestly, openly, ethically and respectfully with one another.
- **Collaboration:** We build partnerships with families, community, and staff to support the success of our students.
- **Innovation:** We engage in forward-thinking and bold ideas that enable us to be responsive to the expectations of our organization and community while cultivating creativity, critical-thinking, and resourcefulness in our students.
- **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, DESIRED OUTCOMES, OBJECTIVES, AND STRATEGIES

The goals of the APS Strategic Plan provide the areas of focus that are the framework for operations and planning. The goals combined with desired outcomes, objectives, and strategies define how we will support our mission and vision, providing the leverage points for success.

The goals are focused on our students at the center, strengthening their experiences through an exemplary workforce, operational excellence, and meaningful partnerships.



GOALS, DESIRED OUTCOMES, OBJECTIVES, STRATEGIES

Goal: Multiple Pathways to Student Success

APS will ensure that every student is challenged and engaged in meaningful learning experiences. We will provide multiple pathways for student success by broadening opportunities, building support systems and eliminating barriers to meet the needs of all students. APS will eliminate opportunity gaps so that all students achieve success regardless of race, ethnicity, gender, language, learning needs, or economic background.

Desired Outcomes

- All students are academically challenged
- Opportunity and achievement gaps are eliminated¹
- Students graduate ready for their next step in life
- Students have access to personalized learning opportunities
- A variety of school options provide multiple pathways to graduation
- Students engage in a variety of experiences that reflect college and career opportunities and have the opportunity to learn about and experience workplace expectations and career options
- Students are able to access curriculum, options schools, and school programs without barriers
- Disciplinary data is proportionate to the student population

Objectives

- Trend data for district and state assessments show improvements in achievement gap closure and increased achievement levels for all student reporting groups.
- 100% of students will make at least one year's worth of growth as measured by federal, state, and district assessments.
- Students identified for various supports and programs (for example, Gifted Services, Special Education) will be proportionate to the overall APS student population.
- Discipline referrals and suspension rates will be proportionate to the overall APS student population.
- 100% of graduates will have engaged in at least one work-based experience (internships, externships, formal job shadowing, etc.).

Strategies

- Embed global competencies², critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction
- Adapt curriculum and instruction to the needs of each student
- Increase meaningful inclusive learning environments³ for students

¹ Opportunity and achievement gaps refer to ensuring strong expectations for academic excellence and care, support, and safety for all

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

³ 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

- 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
- Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools
- Ensure equity of access and opportunity across all school programs
- Consciously address the existence of unconscious racial bias throughout APS

Goal: Healthy, Safe, and Supported Students

APS is committed to creating an environment that fosters the growth of the whole child. APS will nurture all students' intellectual, physical, mental, and social-emotional growth in healthy, safe, and supportive learning environments.

Desired Outcomes

- All students attend schools where their strengths are identified and nurtured to support growth and learning.
- APS provides a learning environment that is physically and emotionally safe for students and adults.
- Students have access to prevention and intervention services that support mental, behavioral, and social-emotional health to promote healthy development.
- Opportunity and achievement gaps⁴ are eliminated.
- Students engage in healthy practices that they can continue throughout their lives.

Objectives

- Key findings on student surveys, including the *Panorama* and *Youth Risk Behavior Surveys*, in the areas of bullying, mental health, relationship violence, alcohol use, and drug use will show a reduction in bullying, violence, and substance use and an improvement in mental health measures and access to mental health resources.
- Each school will report 95% implementation of the Whole Child indicators in the areas of safe, healthy, and supportive learning environments.
- The percentage of students identified as being chronically absent - the percentage of students missing 10% or more of the school year - will be less than 1%.

Strategies

- Deliver curriculum through innovative and relevant instruction that is adaptable to the diverse needs of each student
- Integrate culturally relevant concepts⁵ and practices into all levels of school interactions
- Establish and promote a culture of physical and mental wellness

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).

⁵ 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)

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

Goal: Engaged Workforce

APS will recruit and hire an exemplary and diverse workforce. APS will invest in our workforce to ensure APS is the place where talented individuals choose to work. The collaboration and dedication of every employee is essential to our mission and vision.

Desired Outcomes

- A high-quality workforce is maintained through strong recruitment and hiring as well as staff retention
- High-quality professional learning opportunities are provided for all staff, across all employee groups
- Evaluation processes provide actionable feedback to all employees
- Employees are included, respected, and supported
- All staff have access to the information they need to do their jobs effectively
- District and school leaders demonstrate visionary leadership supporting high expectations that balance the needs of all stakeholders

Objectives

- At least 95% of APS staff will indicate levels of satisfaction in professional learning and engagement as indicated on the *Panorama survey*.
- APS will retain 90% of its workforce, including all positions and scales with turnover in key positions at less than 5%.
- Within two years of hiring, all staff will meet or exceed performance standards.
- 100% of staff participate in training that meets or exceeds certification standards.

Strategies

- Recruit, retain, and advance high-quality employees who reflect the diversity of our student population
- Provide growth and leadership opportunities for all staff by providing meaningful, high-quality, and relevant professional learning opportunities
- Strengthen evaluation processes
- Promote employee health, wellness, and engagement

Goal: Operational Excellence

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

Desired Outcomes

- Long-term costs are controlled by increasing operational efficiency
- Resources are aligned with needs
- Technology is leveraged to support learning and administrative needs
- Facilities are designed, developed, and maintained to provide optimal learning environments that meet or exceed school facilities standards
- Environmental stewardship practices reduce waste and energy usage
- Data-based decision making leads to continuous improvement

Objectives

- Reduce Energy Use Intensity (EUI) by 1% annum.
- Develop a management system to measure resource allocations and budget decisions to ensure efficient, cost effective operations across the school system.
- Decrease annual facility maintenance costs each year as determined by established baseline.
- 100% of school and department management plans will clearly articulate the data used to make decisions.

Strategies

- Manage available resources and assets efficiently, effectively, and equitably
- Use long-term and systematic processes to ensure organizational capacity to accommodate sustained growth
- Provide optimal learning and working environments that address Universal Design for Learning standards

Goal: Strong and Mutually Supportive Partnerships

APS will strengthen connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.

Desired Outcomes

- APS programs and services are integrated with those available in the broader community
- Students enter classrooms with their health, nutritional and housing needs met
- Services are provided that mitigate and eliminate the effects of poverty
- APS works with community businesses and organizations to create and provide opportunities for student internships/externships, service, and leadership development
- High-impact strategies for engaging all families are implemented

Objectives

- Number of businesses and community partnerships, classified by type (resource, service, or strategic) will increase by at least 10%.
- At least 95% of students, parents, staff, and community members will indicate satisfaction in the areas of school community, communications effectiveness, and trust on the *Panorama* survey.
- 90% of family and community engagement activities are aligned with the dual-capacity framework.

Strategies

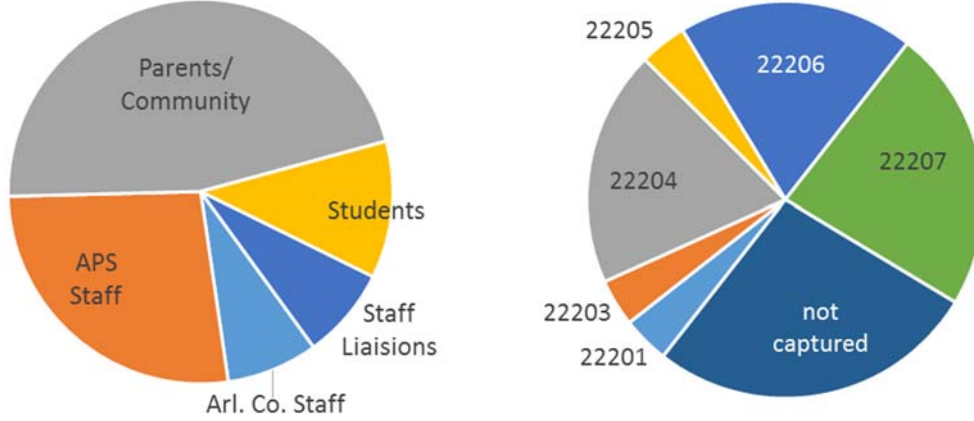
- Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being
- Build partnerships with local, state, and national businesses, organizations, and governments to support a variety of learning experiences
- Partner with local organizations to provide wraparound services to students including healthcare, nutrition, academic, and social and emotional supports

Appendices

Appendix A: Strategic Plan Steering Committee

Name	Represents	Additional Info
Co-Chairs		
Theodore Black	SB/CB Adv. Comm. – JFAC	Parent/Resident
Meredith Purple	SB Adv. Comm. – ACI, Gifted	Parent/Resident
Members		
Lydia Ambellu	Teen Network Board	Student – Yorktown
Natalie Arandia	Teen Network Board	Student – Washington-Lee
Maurine Fanguy	SB Adv. Comm. – FAC	Parent/Resident
Jennifer Flores	APS - Teacher (ES)	Parent/Resident
Moira Forbes	SB Adv. Comm. – BAC (former)	Parent/Resident
Jonathan Hernandez	Student	Student – Wakefield
Endia Holmes	APS - Support Staff	Employee Adv. Comm. (G)
Kimberly Jackson-Davis	APS – Administrator	Interim AP at W-Lee
Jennifer Johnson	SB Adv. Comm. - ASEAC, Early Child	Parent/Resident
Whytni Kernodle	SB Adv. Comm. – ACI, World Lang.	Parent/Resident
Kris Krider	Planning	Parent/Resident
Amina Luqman-Dawson	Education Researcher	Parent/Resident
Helena Machado	APS - Support Staff	Facilities & Operations (E)
Linley Mancilla	County Council Of PTAs	Parent/Resident
Zinah Raof	SB Adv. Comm. - ESOL/HILT.	Parent/Resident
Jomanda Richards	APS - Teacher (MS)/Aspiring Leader	Teacher (Health & P.E.)
Heather Sauve	SB Adv. Comm. - Whole Child.	Parent/Resident
Deneen Snow	APS - Teacher (HS)/TCI	Teacher (Social Studies)
Ipyana Spencer	Supt. Adv. Comm. Ach. Gap	Parent/Resident
Ben Stokely	Student Advisory Board	Student
Michael Swisher	Partnership Children, Youth & Family (APCYF)	Parent/Resident
Lori Wiggins	APS – Principal	Resident
Todd Yeatts	Chamber of Commerce	Parent/Resident
Staff Support		
Tara Natrass	Dept. of Teaching & Learning	
Lisa Stengle	Dept. of Planning & Evaluation	

APS Strategic Plan Steering Committee Profile



Race/Ethnicity	Female	Male
Asian	1	
Black	8	1
Hispanic	3	1
White	6	4
Unknown	2	
Total	20	6

Elementary	Schools	
	Middle	High
Abingdon	Gunston	Arlington Tech
ATS	H-B Woodlawn	H-B Woodlawn
Barcroft	Jefferson	New Directions
Barrett	Kenmore	Wakefield
Claremont	Swanson	Washington-Lee
Drew	Williamsburg	Yorktown
Hoffman-Boston		
Jamestown		
Key		
Nottingham		
Oakridge		
Randolph		
Taylor		

Appendix B: Glossary of Terms