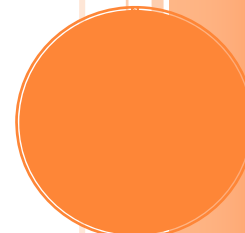


# Arlington Public Schools Strategic Plan (2011-17)

*A Long-Range Plan for the Future*

*The purpose and primary value of strategic planning is its power to involve people in a process leading to new understandings and insights about the challenges the Arlington Public Schools might confront in the future and how it should plan for those possibilities.*



## *ARLINGTON PUBLIC SCHOOLS – CHALLENGES*

District challenges refer to those current and upcoming trends and events that have a high potential for exerting significant influence on the future success of the Arlington Public Schools. These challenges were identified using the external scan document and community input through forums and surveys. The magnitude of these challenges is great—they are serious or have the potential to become serious if not addressed, they have a high possibility of impacting the district, and the community believes they are important. Developing appropriate solutions to these challenges will determine the future quality of education that students experience and the sustainability of the district over time. The challenges are:

- *Providing access and creating opportunities for all students to experience challenging and engaging educational courses, programs, and activities*
- *Reducing and finally eliminating the achievement gap between and among different groups of students*
- *Maximizing the management of resources to provide high-quality energy-efficient facilities that make available excellent learning environments for all students*
- *Recruiting, retaining, and developing a high quality instructional, administrative and support staff*
- *Providing networks of support services and broad-based partnerships with parents and the community to meet the needs of the whole child*

These challenges become the most important goals for the Arlington Public Schools to accomplish over the next six years. By meeting these challenges, the district is assuring its students the best possible education to prepare them to be successful in their future endeavors.

## *DATA-DRIVEN PROCESSES ACROSS GOAL AREAS*

An underlying district priority for all five goals is information-driven decision-making and managing data in order to turn it into usable information. Staff members depend on measurement and analysis of performance as indispensable parts of the decision-

making process and for continuous improvement of all aspects of the district. Parents and the community rely on timely and understandable information to make good choices and hold the school system accountable for reaching its goals.

A comprehensive and integrated fact-based system—one that includes input data, implementation data, performance data, comparative/competitive data, workforce data, cost data, process performance, and operational performance measurement should be designed, deployed, and improved over time. A comprehensive set of leading and lagging performance data points or indicators aligned to student, stakeholder, and organizational performance requirements will provide clear information for improving all processes and achieving organizational goals and targets.

The outcome is to manage resources more effectively and efficiently and to manage operations to maximize productivity and eliminate waste.

Means by which processes are information-driven include:

- ◆ Investing in data management and using technology that links student, teacher, and school data over time;
- ◆ Implementing an information-driven, outcome-oriented management and evaluation system that is designed to focus attention on student achievement; and
- ◆ Investing in technology that will support collection of evaluation data, and improve the delivery and tracking of professional development and training activities.

## *ARLINGTON PUBLIC SCHOOLS – EXPECTATIONS*

The School Board has revised its Mission, Vision and Core Values statement for action on September 22, 2011 to include the values identified as important by the community through the strategic plan development process.

### MISSION

Arlington Public Schools instills a love of learning in its students and prepares them to be responsible and productive global citizens.

### VISION

Arlington Public Schools is a diverse and inclusive school community, committed to academic excellence and integrity. We provide instruction in a caring, safe and healthy learning environment, responsive to each student, in collaboration with families and the community.

### CORE VALUES

#### Excellence

Arlington Public Schools fosters excellence in our students and staff.

#### Integrity

We expect our students and staff to act in an honest, ethical and respectful manner.

#### Diversity

We value all students, staff and families in our diverse, inclusive school community.

#### Collaboration

We support relationships among students, staff, families and the community that ensure effective communication and promote opportunities to benefit our students.

#### Accountability

We take responsibility for our progress through transparent evaluation of student success, staff quality and management of the community's resources.

#### Sustainability

We practice stewardship of economic and environmental resources, meeting our current needs without compromising the ability of future generations to meet their needs.

## Deploying the Mission, Vision, Core Values, and Goals

It is the responsibility of the Arlington School Board, senior leadership team, and district administrators and all other staff members to deploy the mission, vision, core values and align all activities to achieve strategic plan goals. This means that Arlington Public Schools will need to be goal-focused because well-deployed goals are the means to achieving exemplary student performance. The strategic plan provides leaders within the district the information they need to move the plan from a set of goals to an actionable set of initiatives. The strategic plan strategies, desired outcomes, and data sources are the “game plan” that will be used to achieve the mission, vision, and goals, and are, therefore, key components in the deployment of this strategic plan. These components are used by district leaders to determine tactics or specific programs, processes, and practices that will describe the way things get done in the district.

The School Board and senior leadership play key roles in communicating the mission, vision, core values, and goals to community members, parents, and the district staff in order to gain consensus, support, and commitment. It is the School Board’s responsibility to monitor the deployment of the strategic plan and to use the milestones, data points, and strategic initiatives to frequently review the progress made in achieving the five strategic goals.

**GOAL ONE: ENSURE THAT EVERY STUDENT IS CHALLENGED AND ENGAGED**

Arlington Public Schools will provide all students with the knowledge and skills to succeed in the 21<sup>st</sup> Century through a challenging, engaging, and comprehensive education. Students will have a passion for learning, be inquisitive and open minded, and become responsible citizens.

The most important components of a challenging and engaging education are:

- ◆ Early foundational skills of reading, writing, and mathematics;
- ◆ Science, technology, engineering, and advanced mathematics (STEM);
- ◆ Advanced communication techniques in reading, writing, speaking, and active listening; world language acquisition; technology; and the arts;
- ◆ Twenty-first century skills, best described as critical thinking skills in all subject areas, including problem-solving, decision-making, data analysis, negotiation, and research and information analysis to support life-long learning;
- ◆ Character development including ethics and ethical behavior and the ability to understand and work with people from different cultural and language backgrounds; and
- ◆ Life skills of teamwork and collaboration, time management, setting goals, community service, consumer and financial management, and appreciation of the fine and performing arts.

Strategies	Desired Outcomes	Data Sources
<p>A. <b>Present high and clear expectations</b> for all students and include a consistent guide for the evaluation of student work. Within this framework, APS ensures that a core set of standards-based concepts and competencies form the basis of what all students should learn.</p>	<ul style="list-style-type: none"> <li>• Students master the foundational skills of reading, writing, and mathematics.</li> <li>• Students graduate on time and attain the highest level possible diploma.</li> <li>• Students achieve or exceed standards on competency and readiness assessments by grade level and</li> </ul>	<ul style="list-style-type: none"> <li>• Phonological Awareness Literacy Screening (PALS)</li> <li>• SOLs (reading, writing, and mathematics)</li> <li>• ACCESS for ELLs</li> <li>• On-time graduation rates</li> <li>• Diploma types earned</li> <li>• Phonological Awareness Literacy Screening (PALS)</li> <li>• SOLs</li> </ul>

Strategies	Desired Outcomes	Data Sources
	<p>subject area.</p> <ul style="list-style-type: none"> <li>• Students master advanced communication skills of reading for understanding, writing, speaking, and active listening (English).</li> <li>• Students acquire world languages and meet proficiency standards in reading, writing, speaking, and listening.</li> <li>• Students appreciate the arts through participation in APS-sponsored arts opportunities.</li> <li>• Students become physically fit through participation in school-sponsored physical fitness activities.</li> <li>• Students successfully complete “higher level” courses (Intensified, AP, IB, STEM courses that lead to state-approved industry certification, and dual-enrolled courses).</li> </ul>	<ul style="list-style-type: none"> <li>• Stanford10 in grades 4 and 6</li> <li>• Performance in AP, IB and dual enrollment courses</li> <li>• Successful completion of two years of a World Language by the end of Grade 8.</li> <li>• Language proficiency assessments in reading, writing, speaking, and listening (e.g., Aprenda, NOELLA, SOPA, STAMP)</li> <li>• Student and parent Site-Based and Community Satisfaction Surveys</li> <li>• Student participation in High School and Middle School sports and intramural sports</li> <li>• Student and parent Site-Based and Community Satisfaction Surveys</li> <li>• Successful completion of Intensified, AP, IB, STEM, dual-enrolled courses)</li> <li>• Successful completion of Algebra I by Grade 8</li> <li>• Successful completion of Algebra II by Grade 11</li> <li>• Successful completion of High School credit-bearing courses by the end of Grade 8</li> </ul>

Strategies	Desired Outcomes	Data Sources
	<ul style="list-style-type: none"> <li>• Students succeed in alternative programs who may not have otherwise achieved success.</li> <li>• Schools increase student participation in the SATs and student performance on the PSATs and SATs.</li> </ul>	<ul style="list-style-type: none"> <li>• Graduation rates and diploma types for students in alternative programs</li> <li>• SAT participation rates</li> <li>• Mean SAT and PSAT critical reading, mathematics, and writing scores</li> </ul>
<p><b>B. <i>Create engaging and motivating educational program choices</i></b> that prepare students to achieve college and career aspirations. These choices provide opportunities to: (1) explore, discover, and optimize their individual strengths; (2) recognize and help them overcome their weaknesses; and (3) be evaluated and benchmarked against the best educational systems nationally and internationally.</p>	<ul style="list-style-type: none"> <li>• Students apply critical thinking, problem-solving skills, and creativity in all subject areas.</li> <li>• Students use technology effectively.</li> <li>• Students participate in internships.</li> <li>• Students participate in outdoor and/or indoor experiential learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance on International Baccalaureate (IB) exams</li> <li>• International benchmark tests, e.g., Career Work Readiness Assessment (CWRA) , Program for International Student Assessment (PISA), Trends in International Mathematics and Science Study (TIMSS) <i>(Implementation and sampling plan to be determined)</i></li> <li>• Performance on technology-enhanced SOL test items <i>(implementation to be determined)</i></li> <li>• CTE industry certifications</li> <li>• Internship participation</li> <li>• Student participation in programs that focus on indoor and/or outdoor experiential learning (e.g., elementary exemplary projects, high school clubs and service organizations)</li> </ul>
<p><b>C. <i>Create an environment where all students feel challenged,</i></b></p>	<ul style="list-style-type: none"> <li>• Students are passionate about learning and feel that their coursework is</li> </ul>	<ul style="list-style-type: none"> <li>• Assets, Site-Based and Community Satisfaction Surveys</li> </ul>

Strategies	Desired Outcomes	Data Sources
<p><b><i>supported, and accepted</i></b> as they learn. Such an environment puts students first: their needs, abilities, interests, and learning styles are central when making decisions about what to learn and how to learn it. Students are active and responsible participants in their own learning.</p>	<p>challenging.</p> <ul style="list-style-type: none"> <li>• Students demonstrate ethical behavior.</li> <li>• Students understand and work with people from different cultural and language backgrounds.</li> <li>• Students apply life skills of teamwork and collaboration, managing time, setting goals, community service, and appreciation of the fine and performing arts.</li> </ul>	

**GOAL TWO: ELIMINATE ACHIEVEMENT GAPS**

All Arlington Public Schools students will meet high academic standards and achieve success 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.

The most important components in eliminating achievement gaps are:

- ◆ All stakeholders have high expectations for students—the School Board, administration, teaching and support staff, parents, and students.
- ◆ Students are provided clear and challenging learning targets.
- ◆ Students engage in a variety of opportunities to demonstrate their levels of understanding.
- ◆ Students take part in effective and dynamic classroom instruction that is differentiated according to their particular academic needs, interests, and learning preferences.
- ◆ Staff and students understand and respect the cultures, norms, beliefs, ideas, and feelings of others.
- ◆ Parents and guardians are informed, supported, and encouraged to be effective partners in their children’s education.
- ◆ The responsibility for eliminating achievement gaps is shared with schools, parents, and the larger community. APS actively collaborates with parents and the community to meet the needs of all students.

Strategies	Desired Outcomes	Data Sources
<p>A. <b>Provide equitable educational opportunities</b> with clear and meaningful learning targets. APS presents students with clear explanations of what they are expected to know and demonstrate in class, and target instruction to areas of need as identified through assessment practices.</p>	<ul style="list-style-type: none"> <li>• Students are prepared for success at the next grade or subject level.</li> <li>• Students in all identified groups make expected academic progress, eliminating the need for remediation.</li> <li>• Students are provided appropriate program/service options to support their learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Enrollment in pre-K</li> <li>• Student mastery by grade level, subject area, and identified groups on:                             <ul style="list-style-type: none"> <li>✓ Common benchmark formative assessments</li> <li>✓ SOL tests</li> </ul> </li> <li>• Online 4- and 6-year student Academic Plans approved by counselor and parent</li> <li>• Special education enrollment by</li> </ul>

Strategies	Desired Outcomes	Data Sources
		subgroup <ul style="list-style-type: none"> <li>• Gifted services enrollment by subgroup</li> <li>• ESOL program placements and English language proficiency levels (ACCESS for ELLs)</li> </ul>
<p><b>B. <i>Provide effective and dynamic classroom instruction.</i></b> Student instruction is responsive to individual academic needs, interests, and learning preferences, as evidenced by student data and supported by ongoing staff training. Classroom instruction is characterized by high expectations; clear and consistent learning targets; and a variety of opportunities to demonstrate levels of understanding. It is differentiated to particular academic needs, interests, and learning preferences, and includes experiential education.</p>	<ul style="list-style-type: none"> <li>• Students engage in high quality classroom interactions.</li> <li>• Students are passionate about learning and feel that their coursework is challenging.</li> <li>• Students graduate and attain Advanced Study or Advanced Technical diplomas.</li> </ul>	<ul style="list-style-type: none"> <li>• Data from CLASS Observation Tool used in program evaluations</li> <li>• Student Site-Based and Community Satisfaction Surveys</li> <li>• On-time graduation rates</li> <li>• Diploma types earned</li> </ul>
<p><b>C. <i>Provide necessary and appropriate support for all students and all identified groups.</i></b> Diagnostic and instructional activities as well as achievement growth data are aimed at early detection of learning gaps so that interventions can be prescribed to prevent gaps from increasing and to close those that exist.</p>	<ul style="list-style-type: none"> <li>• Students achieve at the level of their peers, irrespective of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be predictors of success.</li> <li>• Students meet academic progress goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Student enrollment and achievement disaggregated by race/ethnicity and special service populations (economically disadvantaged, limited English proficient, students with disabilities)</li> <li>• Common benchmark formative assessments</li> <li>• Dropout rate</li> </ul>

Strategies	Desired Outcomes	Data Sources
<p>D. <b><i>Provide a culturally-competent classroom, school, and community environment.</i></b> Students understand and respect the interrelationships, norms, beliefs, histories, and ideas of other countries and cultures of the world.</p>	<ul style="list-style-type: none"> <li>• Students experience culturally competent practices implemented by APS staff.</li> <li>• Students experience high quality classroom interactions.</li> </ul>	<ul style="list-style-type: none"> <li>• Student Site-Based and Community Satisfaction Surveys</li> <li>• Data from CLASS Observation Tool used in program evaluations</li> </ul>

**GOAL THREE: RECRUIT, RETAIN, AND DEVELOP HIGH QUALITY STAFF**

Arlington Public Schools will provide a high quality and challenging educational experience for all students by recruiting and hiring an exemplary and diverse workforce, offering a competitive compensation package, and providing staff with necessary tools and training.

The most important functions that APS will perform to recruit, retain, and develop high quality staff are:

- ◆ Attracting and hiring highly qualified candidates to enhance its effective and diverse staff and meet all student needs;
- ◆ Motivating and developing highly qualified staff members in ways that make them feel supported, valued, productive, and successful;
- ◆ Applying systems and practices for recruitment, retention, assessment, and evaluation; compensation and benefits; and learning and development that strengthen the ability to hire and retain a highly qualified, diverse staff; and
- ◆ Providing professional opportunities, including professional learning communities that allow employees to excel and maximize their potential.

Strategies	Desired Outcomes	Data Sources
<p>A. <b>Strengthen recruitment and retention.</b> APS attracts and hires highly qualified candidates for each position and then develops a working environment that motivates, competitively compensates, and retains them.</p>	<ul style="list-style-type: none"> <li>• APS hires highly qualified new employees.</li> <li>• APS attracts a diverse staff applicant pool reflecting, to the extent possible, the diversity of the student body.</li> <li>• APS offers salaries and compensation packages that are competitive with neighboring local school districts.</li> <li>• To promote career advancement, APS identifies and develops internal</li> </ul>	<ul style="list-style-type: none"> <li>• Annual report on qualifications of new employees</li> <li>• State Instructional Personnel and Licensure (IPAL) Verification Report</li> <li>• VDOE Instructional Assistant Audit (Title I)</li> <li>• Annual report on diversity of applicant pool and diversity of new staff hired</li> <li>• Annual report comparing salaries and compensation in APS and other local districts</li> <li>• Identification of potential successors for administrative and teaching</li> </ul>

Strategies	Desired Outcomes	Data Sources
	<p>candidates to fill higher level positions.</p> <ul style="list-style-type: none"> <li>• APS staff members feel included, respected and supported so that they can be productive and successful.</li> <li>• The APS work environment promotes employee well-being, satisfaction and positive morale.</li> </ul>	<p>positions</p> <ul style="list-style-type: none"> <li>• Staff Site-Based and Community Satisfaction Surveys</li> <li>• Satisfaction survey for all employee groups (<i>to be developed</i>)</li> </ul>
<p>B. <b>Strengthen professional development and evaluation.</b> APS has a systematic process in place to identify, organize, share, adapt, and use data, information, knowledge, and best practices that exist among professional and support staff members to improve processes and outcomes.</p>	<ul style="list-style-type: none"> <li>• APS provides professional development that supports both student needs and ongoing individual or group improvement goals.</li> <li>• Staff evaluations employ established district performance standards.</li> <li>• Teacher and principal evaluations include student achievement as an important component.</li> <li>• Professional development activities align with district continuous improvement efforts.</li> <li>• APS employs a systemic process to enhance knowledge management activities among staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Compliance review of professional development plans and activities</li> <li>• Survey of professional development participants (<i>to be developed</i>)</li> <li>• Additional data sources that reflect impact of professional development (<i>to be developed</i>)</li> <li>• Compliance review of staff evaluations</li> <li>• Compliance review of teacher and principal evaluations</li> <li>• Compliance review of professional development activities</li> <li>• Staff participation in knowledge management activities (e.g., sharing best practices)</li> </ul>
<p>C. <b>Strengthen professional learning communities.</b> Instructional staff</p>	<ul style="list-style-type: none"> <li>• APS establishes professional learning communities as part of a continuous</li> </ul>	<ul style="list-style-type: none"> <li>• Number of professional learning communities established</li> </ul>

Strategies	Desired Outcomes	Data Sources
<p>members are given opportunities to work as colleagues and participate in professional learning communities to reflect critically on the teaching process; the thinking, actions, and achievement of students; subject content and structure; and to grow professionally through dialogue, inquiry, and action research.</p>	<p>improvement culture of professional practice.</p> <ul style="list-style-type: none"> <li>• Instructional staff members participate in professional learning communities.</li> <li>• Instructional staff members are satisfied with their professional learning community experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Number and frequency of staff participating in professional learning communities</li> <li>• Staff satisfaction survey regarding professional learning (<i>to be developed</i>)</li> </ul>

**GOAL FOUR: PROVIDE OPTIMAL LEARNING ENVIRONMENTS**

Arlington Public Schools provides the necessary resources and facilities to sustain excellence.

The most important actions of APS to create optimal learning environments are to:

- ◆ Manage resources efficiently and effectively to enhance teaching and learning;
- ◆ Provide attractive, safe, and healthy spaces that engage students in active and meaningful ways;
- ◆ Create vital and engaging, technology-rich learning environments;
- ◆ Manage the effects of growth to ensure that all students, teachers, and staff have access to quality facilities, resources, and instructional programs;
- ◆ Explore ways to obtain community and business support by responding to opportunities to obtain available grant money and other resources;
- ◆ Feature flexible designs that allow students, teachers, and other staff to re-configure spaces with minimal cost to meet the needs of specific populations; and
- ◆ Include environmental stewardship in decision-making, by designing or redesigning facilities and their grounds to be high-quality, energy-efficient, and sustainable.

Strategies	Desired Outcomes	Data Sources
<p>A. <b><i>Align resources to achieve student learning expectations.</i></b> APS ensures that its resources are aligned and funded to support student achievement. There is a balance between resources and program demands.</p>	<ul style="list-style-type: none"> <li>• APS designs, develops, and maintains facilities to provide optimal and safe learning environments, meeting or exceeding school facilities standards.</li> <li>• Transportation supports student learning and co-curricular activities.</li> <li>• The APS Capital Improvement Plan (CIP) aligns resources to capacity and facility requirements.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly plant operations and annual maintenance safety inspections and reports that check facilities against APS specifications and industry standards for high performance schools</li> <li>• Annual state school safety audits</li> <li>• Site-Based and Community Satisfaction Surveys</li> <li>• Biennial review of CIP and Arlington Facilities and Student Accommodation Plan (AFSAP)</li> </ul>

Strategies	Desired Outcomes	Data Sources
	<ul style="list-style-type: none"> <li>• APS obtains community and business support through available grant money and other resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Grants APS receives that support strategic initiatives</li> </ul>
<p><b>B. <i>Provide an infrastructure for learning.</i></b> APS makes available to students an infrastructure for learning regardless of their location or the time of day. It supports access to information, as well as access to participation in online learning communities. It enables seamless integration of in- and out-of-school learning.</p>	<ul style="list-style-type: none"> <li>• APS utilizes state-of-the-art technology that creates engaging, relevant, and personalized learning experiences for all learners regardless of background, language, or disabilities.</li> <li>• Students and parents are satisfied with the APS learning infrastructure.</li> <li>• APS employs technology to assess student achievement in authentic and meaningful ways that generates data to diagnose and modify instructional practices.</li> </ul>	<ul style="list-style-type: none"> <li>• APS technology against industry standards such as those established by the Information Technology Infrastructure Library (ITIL)</li> <li>• Student and parent Site-Based and Community Satisfaction Surveys</li> <li>• Feedback from teacher and employee advisory groups (e.g., CPST- Collaborative Professional Strategies Team; TCI-Teachers' Council on Instruction )</li> </ul>
<p><b>C. <i>Improve productivity and manage costs.</i></b> APS plans, manages, monitors, and reports spending to provide decision makers and the community with a reliable, accurate, and complete view of the financial performance of the educational system at all levels.</p>	<ul style="list-style-type: none"> <li>• APS aligns needs and resources.</li> <li>• APS monitors spending throughout the year and provides reports to decision makers and the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Financial forecasts and enrollment projections</li> <li>• Annual audit</li> <li>• Quarterly spending reports</li> </ul>
<p><b>D. <i>Provide environments that are clean, safe, and conducive to learning and that apply best practices for energy efficiency and environmental sustainability.</i></b> Staff members identify and report ways to increase energy efficiency of facilities</p>	<ul style="list-style-type: none"> <li>• Students and parents report that learning environments are safe and conducive to learning.</li> <li>• APS practices environmental stewardship and reduces energy usage and greenhouse gas emissions</li> </ul>	<ul style="list-style-type: none"> <li>• Student and parent Site-Based and Community Satisfaction Surveys</li> <li>• APS annual facility energy report card, demonstrating practices, materials, and services that meet or exceed</li> </ul>

Strategies	Desired Outcomes	Data Sources
<p>and support programs. These reports include comparability data so that senior leaders can evaluate the energy efficiency of district facilities and programs against other sites and identify practices to improve energy efficiency.</p>	<p>by designing or redesigning facilities and their grounds to be high-quality, energy-efficient, and “green”.</p> <ul style="list-style-type: none"> <li>• APS optimizes learning opportunities by providing energy-efficient facilities and engaging students in what it means to be responsible stewards of the environment.</li> </ul>	<p>industry environmental standards</p> <ul style="list-style-type: none"> <li>• APS annual tonnage reports for all recyclable materials</li> <li>• Student and parent Site-Based and Community Satisfaction Surveys</li> </ul>

**GOAL FIVE: MEET THE NEEDS OF THE WHOLE CHILD**

Arlington Public Schools will nurture students’ intellectual, personal, social, and emotional development with services and strategies that support students and their families to enable students to learn and develop their potentials.

The most important functions to strengthen support services include:

- ◆ Promoting the development of internal and external assets in students;
- ◆ Developing dynamic partnerships between parents and schools, including the implementation of parent education and training to cultivate their involvement;
- ◆ Incorporating comprehensive physical, mental health, and wellness services;
- ◆ Implementing and enforcing the anti-bullying policy and procedures system-wide; and
- ◆ Maintaining internet safety and social media policies and procedures, and expanding opportunities to ensure that students have knowledge of and practice accepted norms, rules, and laws of being a responsible technology user.

Strategies	Desired Outcomes	Data Sources
<p><b>A. Increase developmental assets in students.</b> External and internal developmental assets enhance all children, allowing them to thrive in their health, safety, relationships, long-term development, and academic pursuits.</p>	<ul style="list-style-type: none"> <li>• APS provides students with supports and opportunities to develop assets that encourage them to become healthy, caring, and responsible adults.</li> <li>• APS provides students with health and wellness information, practices and opportunities necessary to develop lifelong healthy habits,</li> </ul>	<ul style="list-style-type: none"> <li>• Assets Survey</li> <li>• Suspensions due to violations of the district’s alcohol and substance abuse policy</li> <li>• Student-reported incidences of alcohol and substance abuse (Youth Risk Behavior Survey)</li> <li>• Second Chance program data</li> <li>• Student survey of co-curricular activities, including physical activities <i>(to be developed)</i></li> <li>• Student and parent Site-Based and Community Satisfaction Surveys</li> <li>• Assets Survey</li> <li>• Physical fitness score card</li> </ul>

Strategies	Desired Outcomes	Data Sources
	<p>including opportunities for physical activity and healthy food choices.</p> <ul style="list-style-type: none"> <li>• APS assures that school environments are safe from bullying.</li> <li>• APS provides counseling services that are responsive to the needs of students and assist in their academic, personal-social, and career development.</li> <li>• All APS graduates are prepared to pursue post-secondary education and employment.</li> </ul>	<ul style="list-style-type: none"> <li>• Student reports of being bullied at school during the past year</li> <li>• Student Site-Based and Community Satisfaction Surveys, and Youth Risk Behavior Survey</li> <li>• Student satisfaction with counseling services (e.g., Senior Survey and student Site-Based and Community Satisfaction Surveys, including items at all school levels—elementary, middle, high)</li> <li>• Post-secondary plans from Senior Survey</li> <li>• College completion rates (4-6 years after graduation from National Student Clearinghouse)</li> <li>• Alumni surveys (<i>to be developed</i>)</li> </ul>
<p><b>B. Strengthen family involvement.</b>                      APS encourages family involvement and feedback systemically, at all levels of school and district operations, including policy and governance deliberations. Parents are given opportunities to promote the educational, social, and emotional growth of their children. Information and learning events are designed for parents and include strategies developed to reach out and assist</p>	<ul style="list-style-type: none"> <li>• The APS Parent Academy provides training and information that addresses the educational, social, and emotional needs of children.</li> <li>• APS provides clear, proactive communication and conducts effective outreach with families.</li> <li>• APS provides comprehensive family involvement opportunities that align with the national PTA family</li> </ul>	<ul style="list-style-type: none"> <li>• Satisfaction survey of participants in Parent Academy classes and events (<i>to be developed</i>)</li> <li>• School and Community Relations survey (<i>to be developed</i>)</li> <li>• Parent Site-Based and Community Satisfaction Surveys (include items aligned with national PTA family</li> </ul>

Strategies	Desired Outcomes	Data Sources
<p>them in advocacy and support of their children’s education and growth.</p>	<p>involvement standards.</p> <ul style="list-style-type: none"> <li>• All schools are welcoming to our diverse families and provide varied opportunities for engaging parents as partners.</li> </ul>	<p>involvement standards)</p> <ul style="list-style-type: none"> <li>• Parent Site-Based and Community Satisfaction Surveys</li> </ul>
<p><b>C. Strengthen parent, student, staff, and community partnerships.</b>                      Parent, student, staff, and community members are active partners in district programs and governance. Partnership opportunities expand the ability of stakeholders to actively participate in the education of students, to help students effectively navigate the educational system, and to provide support for every student to learn and succeed.</p>	<ul style="list-style-type: none"> <li>• APS expands its capacity to develop and manage highly effective and sustainable partnerships.</li> <li>• APS expands and strengthens partnerships with business, county, and community agencies, and recruits volunteers to provide support services responsive to the needs of all students.</li> </ul>	<ul style="list-style-type: none"> <li>• Number and type (resource, service, strategic) of active partnerships established with the district</li> <li>• Number of sustained partnerships (three or more consecutive years of continuing collaboration with the district)</li> <li>• Survey aimed at partner, student, staff, and community satisfaction with the partnership experience (<i>to be developed</i>)</li> </ul>
<p><b>D. Promote, support, and expect strong relationships with students and parents,</b> making them feel respected and appreciated.</p>	<ul style="list-style-type: none"> <li>• Staff members promote high quality classroom interactions.</li> <li>• Students, parents, and staff experience culturally competent practices.</li> <li>• Every staff member strives to have a positive relationship with every student.</li> </ul>	<ul style="list-style-type: none"> <li>• Data from CLASS Observation Tool used in program evaluations</li> <li>• Site-Based and Community Satisfaction Surveys</li> <li>• Student and staff Site-Based and Community Satisfaction Surveys</li> </ul>

## APPENDIX

### *A Long-Range Plan for the Future*

- **This plan was developed by the Arlington Public Schools community.** It represents outreach to over 170 community organizations, comments from participants at six community/staff/student forums, a review of the 1,861 responses to our survey, and meetings with over 50 stakeholder groups (including APS advisory committees, councils and boards; student groups; school PTAs and faculties; civic/neighborhood associations; and various interest and advocacy groups).
- Led by co-chairs and residents Kevin Clark and Ron Fecso, **the strategic planning steering committee was comprised of 26 Arlington community members who reflect the demographic and geographic diversity of the county** and come from the various sectors found in every community, including community organizations; information services; legal, public health/human services; students; educators; families; finance; and government.
- The **main tasks of the steering committee** were to analyze external scan information; facilitate forum discussions; develop and administer a community input survey; review survey results; establish priorities; review district performance data; identify district strengths, weaknesses, opportunities, and threats; develop the plan; seek community reaction to the plan; revise the plan based on community input and committee analysis; and present our recommended plan to the Arlington School Board.
- A key document used by the steering committee was an external scan. **The external scan provides the context for the development of the strategic plan.** It scans the educational horizon to see what might potentially impact the school district over the next six years. It considers potential trends or events at four levels (local, state, national, and international) and covers seven categories (socio-demographic, economics, political/regulatory, technological and scientific, educational, customer/citizen, and competition/benchmarks).

*GLOSSARY (to be developed)*