2022-28 APS Strategic Plan

Strategies	Desired Outcomes	Measures	Performance Objectives
Student Success *Ensure that every student is challenged and engaged while providing multiple pathways for student success by broadening opportunities, building support systems, and eliminating barriers. APS will eliminate opportunity gaps so all students achieve excellence.* **Description** • All students are academically challenged • Access to personalized learning opportunities • Multiple pathways to graduation • Engagement in activities that reflect college and career opportunities and provide the opportunity to learn about and experience workplace expectations and career options • Access to all curriculum, options schools, and programs without barriers			
• Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction. (S-SS-1) • Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. (S-SS-2) • 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. (S-SS-3)	• 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. (O-SS-1) • Students master the foundational skills of reading, writing, and mathematics. (O-SS-2) • Students achieve or exceed standards on proficiency and readiness assessments by grade level and subject area (reading, writing, mathematics, science, and social studies). (O-SS-3)	• Reading SOLs (M-SS-1) • Writing SOLs (M-SS-2) • Math SOLs (M-SS-3) • Science SOLs (M-SS-4) • Social Studies SOLs (M-SS-5) • Universal Math Screener (M-SS-6) • Universal Literacy Screener (M-SS-7) • PALS (M-SS-8) • DIBELS (M-SS-9) • AP Exams (M-SS-10) • IB Exams (M-SS-11) • Internship participation data (M-SS-12)	• By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments. (PO-SS-1) • By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level. (PO-SS-2)

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• Address unconscious racial bias by implementing implicit bias training throughout APS. (S-SS-4)	• Students have equitable access and opportunity across all school programs. (O-SS-4) • Students experience at least one level of growth each year. (O-SS-5) • Students apply critical thinking, problem-solving skills, and creativity in all subject areas. (O-SS-6) • Students earn passing scores on AP and IB exams. (O-SS-7) • Students participate in internships. (O-SS-8) • Students earn dual-enrollment college credits. (O-SS-9)	• Graduation Rates (M-SS-13) • Attendance (M-SS-14) • Course Enrollment (M-SS-15) • Grades (M-SS-16) • WIDA Results (M-SS-17) • Subject Specific Formative Assessment (M-SS-18)	

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Student Well-Being *Create 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.* **Description** ● Our learning environment is physically and emotionally safe for students and adults ● Prevention and intervention services for physical, mental, behavioral, and social-emotional health ● Engagement in healthy practices that can be continued throughout life			
● Integrate culturally relevant concepts and practices into all levels of school interactions. (S-SWB-1) ● Establish and promote a culture of physical, social, emotional, and mental health wellness. (S-SWB-2) ● Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs. (S-SWB-3) ● Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth. (S-SWB-4) ● Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all	● Students feel supported by the adults in their school and trust the adults to assist them on their successful educational journey. (O-SWB-1) ● Suspensions disproportionality for high-risk populations are reduced. (O-SWB-2) ● Overall suspensions do not rise. (O-SWB-3) ● Increase the general education LRE percentage to reflect students with disabilities participation in general education. (O-SWB-4) ● Students learn health and wellness practices and have opportunities necessary to develop lifelong healthy habits, including opportunities for physical activity and healthy food choices. (O-SWB-5)	● YVM Student: Students feel supported (M-SWB-1) ● YVM Student: Students can identify a trusted adult (M-SWB-2) ● YVM Student: School Climate (M-SWB-3) ● Risk profile (M-SWB-4) ● Suspension rates (M-SWB-5) ● % of time SPED students spend in GenEd environments (M-SWB-6) ● Number of co-taught sections in master schedules at inclusive model sites (M-SWB-7) ● YRBS Survey (M-SWB-8)	● Disproportionally in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase. (PO-SWB-1) ● By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting. (PO-SWB-2) ● Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health. (PO-SWB-3)

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Strategies	Desired Outcomes	Measures	Performance Objectives
areas involving student conduct. (S-SWB-5) • Increase co-taught sections of courses and classes to support the inclusion of students. (S-SWB-6)	• Students are mentally healthy. (O-SWB-6) • Students are socially healthy. (O-SWB-7) • Students and parents report that learning environments are safe and conducive to learning. (O-SWB-8) • Students feel valued and respected. (O-SWB-9) • Students understand and work with people from different cultural and language backgrounds. (O-SWB-10) • Students make personal connections to the curriculum and materials. (O-SWB-11)	• YVM Student: Social, Emotional, and Mental Health (M-SWB-9) • YVM Student: School Safety (M-SWB-10) • Discipline Referrals (M-SWB-11) • Gifted Demographics (M-SWB-12) • EL Demographics (M-SWB-13) • SPED Demographics (M-SWB-14) • Students who can identify as school-based adult who supports them (M-SWB-15)	

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Strategies	Desired Outcomes	Measures	Performance Objectives
Engaged Workforce *Recruit, hire, and invest in a high-quality and diverse workforce to ensure APS is the place where talented individuals choose to work.* **Description** - Strong recruitment and hiring as well as strong staff retention - Evaluation processes provide actionable feedback for all staff - Employees are included, respected, and supported - Information is readily accessible to all staff in order for them to do their jobs effectively - Visionary leadership is demonstrated while supporting high expectations that balance the needs of all stakeholders			
- Recruit, retain, and advance high-quality employees. (S-EW-1) - Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members. (S-EW-2) - Grow and develop current and future high-quality leader/managers. (S-EW-3) - Develop integrated approaches that promote employee health and wellness. (S-EW-4) - Establish intentional and focused recruitment and retention efforts to bolster a diverse workforce. (S-EW-5) - Ensure leader/managers have access to high-quality workforce data.(S-EW-6)	- APS staff are healthy. (O-EW-1) - The APS employee diversity profile reflects the Arlington resident diversity profile.(O-EW-2) - The APS teacher diversity profile reflects the student diversity profile.(O-EW-3) - Staff experience a positive work climate.(O-EW-4) - Staff are positively engaged in their job and in their work location.(O-EW-5) - Staff participate in PL supporting certification requirements for their position.(O-EW-6) - Staff participate in PL aligned with the divisions' competency needs.(O-EW-7) - Employees have the skills to move into leadership positions. (O-EW-8)	- Sick days taken (M-EW-1) - Employee diversity profile (M-EW-2) - Teacher diversity profile (M-EW-3) - YVM Staff: Climate Results (M-EW-4) - Employee retention (M-EW-5) - YVM Staff: Engagement Results (M-EW-6) - Staff PL Participation Data (M-EW-7) - YVM Staff: PL results (M-EW-8) - Staff feedback on PL activities (M-EW-9) - Internal hires for leadership positions (M-EW-10)	- By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey. (PO-EW-1) - By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey. (PO-EW-2) - By 2024, all staff participate in training that meets or exceeds industry standards for their position. (PO-EW-3)

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Strategies	Desired Outcomes	Measures	Performance Objectives
	• Staff participate in meaningful PL aligned with their personal growth needs.(O-EW-9)	• Diversity of the applicant pool (M-EW-11)	

Operational Excellence

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

Description
- Resources are aligned with needs
- Technology is leveraged to support learning and administrative needs
- Facilities are designed, developed, and maintained for high-performance learning and working environments
- Environmental stewardship practices are in place
- Data-based decision-making leads to continuous improvement

Strategies	Desired Outcomes	Measures	Performance Objectives
• Manage available resources equitably. (S-OE-1) • Provide high-performance learning and working environments that support Universal Design for Learning standards. (S-OE-2) • Identify and redesign or eliminate inefficient services. (S-OE-3) • Use long-term and systematic processes to ensure academics and operations are financially sustainable. (S-OE-4) • Systematically improve the quality of organizational operations. (S-OE-5)	• School supports are allocated based on the needs of the student population. (O-OE-1) • Facilities are upgraded and maintained equitably. (O-OE-2) • Resources are used efficiently. (O-OE-3) • Operational services show high financial return on investment. (O-OE-4) • Academic services show high student outcome return on investment. (O-OE-5) • Budget projections show financial sustainability. (O-OE-6) • Operations meet requirements. (O-OE-7)	• Capital Improvement Plan (M-OE-1) • MCMM Allocations (M-OE-2) • 3-year budget projections (M-OE-3) • Facilities KPIs (M-OE-4) • Finance KPIs (M-OE-5) • Information Services KPIs (M-OE-6) • Human Resources KPIs (M-OE-7)	• PO-Organizational operations will continuously improve their effectiveness as measured by identified KPIs. (PO-OE-1)

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Strategies	Desired Outcomes	Measures	Performance Objectives
Partnerships *Develop and support strong connections among schools, families, and the community to broaden opportunities for student learning, development, and growth.* **Description** ● High-impact strategies for engaging all families ● Technology is leveraged to support learning and administrative needs ● Facilities are designed, developed, and maintained for high-performance learning and working environments ● APS programs and services integrate with those in the broader community ● Community businesses and organizations provide opportunities for internships/externships, service, and leadership development			
Strategies ● Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being. (S-P-1) ● Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences. (S-P-2) ● Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports. (S-P-3)	**Desired Outcomes** ● O-P-1: *Intentionally Omitted* ● School and program family engagement events build the capacity of staff and/or families in capabilities, connections, cognition, and confidence in families. (O-P-2) ● All schools are welcoming to our diverse families and provide varied opportunities for engaging parents as equal partners. (O-P-3) ● All essential information is easily accessible to diverse families on multiple platforms and in the top five languages. (O-P-4)	**Measures** ● Dual-enrollment course data (M-P-1) ● Associated degrees earned (M-P-2) ● YVM Family: Engagement (M-P-3) ● Feedback from participants in school-based family learning events (M-P-4) ● Self-assessment of events using the Family Learning Event Observation Tool (M-P-5) ● FACE Policy Checklist (M-P-6) ● Focus groups (M-P-7)	**Performance Objectives** ● By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results. (PO-P-1)

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Strategies	Desired Outcomes	Measures	Performance Objectives
• Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality. (S-P-4)			