



## VISION

| DRAFT VISION<br>Developed by Steering Committee  | RECOMMENDATION<br>Developed by Steering Committee  |
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| Our students have the foundations needed to be prepared, global citizens, and college or career ready.   | <b>APS provides a world-class education where every student develops the skills and knowledge to be responsible global citizens and graduates college or career ready.</b> |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Reorganized to reflect feedback suggesting we start with the ambitious outcomes sought for students</li> <li>• Added “world class education” reflecting the consistent feedback related to educational or academic excellence</li> <li>• Added “every student” to reference feedback reflecting the desire for equitable student outcomes</li> <li>• Added “graduate” to reflect feedback of this expectation for every student that enters APS</li> <li>• Added “skills and knowledge” based on feedback to add clarity to the word “foundations”</li> <li>• Replaced “prepared” with “responsible” based on feedback to improve clarity on expected outcome</li> <li>• Retained “global citizens” reflecting the feedback in community and parent/family focus groups on global citizenship and competency</li> </ul> |  |

## MISSION

| DRAFT MISSION<br>Developed by Steering Committee  | PROPOSED REVISIONS<br>Developed by Steering Committee  |
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| Ensure all students learn and thrive in safe, supportive, and high-quality schools.   | <b>APS will</b> ensure all students learn, thrive, and <b>excel</b> in high-quality, safe, and supportive schools. |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Reflects feedback to include language that elevates academic excellence</li> </ul> |  |



## CORE VALUES

| DRAFT CORE VALUES<br>Developed by Steering Committee  | RECOMMENDATION<br>Developed by Steering Committee  |
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| <p><b>EXCELLENCE</b><br/>Ensuring all students receive an exemplary and innovative education that is rigorous and high-quality.</p>   | <p><b>EXCELLENCE</b><br/><b>We believe</b> all students <b>should</b> receive a high-quality education <b>reflecting</b> rigorous, <b>evidence-based</b>, and innovative <b>instruction</b>.</p>   |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Added “We believe” to the beginning of each to reflect feedback that suggested the draft values were written more like goals.</li> <li>• Reorganized to reflect feedback to emphasize excellence in education and feedback that connects excellence to the implementation of evidence-based instructional practices</li> <li>• Retains the word innovation, reorganizes the order to follow “evidence-based” acknowledging the steering committee’s preference for its inclusion and reflecting mixed feedback</li> </ul>  |  |
| <p><b>STEWARDSHIP</b><br/>Managing the resources in a fiscally responsible manor to honor the community’s investment in our schools; create safe, healthy, and environmentally sustainable learning environments; support civic and community engagement; and serve current and future generations.</p>   | <p><b>STEWARDSHIP</b><br/><b>We believe</b> the fiscally responsible and <b>transparent</b> management of APS resources honors the community’s investment in our schools and <b>provides</b> safe, <b>effective</b>, and <u>environmentally sustainable</u> learning environments.</p> |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Added “We believe” to the beginning of each to reflect feedback that suggested the values were written more like goals.</li> <li>• Revised for clarity</li> <li>• Added “transparent” to reflect feedback from community related to transparency in district operations and to be consistent with “relationships” core value</li> <li>• Revised to reflect feedback to simplify and shorten statements and to eliminate potential redundancy</li> <li>• Added “effective” to reflect steering committee’s feedback on importance of effective learning environments</li> </ul> |  |
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## CORE VALUES

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| <p><b>EQUITY AND INCLUSION</b><br/>Serve and support our diverse community to ensure all students, teaching staff, and families are served by fostering inclusion, and universal access to opportunities, and eliminating educational gaps.</p>  | <p><b>EQUITY AND INCLUSION</b><br/><b>We believe in raising achievement for all students, eliminating gaps, providing universal access to opportunities, and fostering inclusion for our diverse community.</b></p>                |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Added “We believe” to the beginning of each to reflect feedback that suggested the values were written more like goals</li> <li>• Organizes the statements to reflect a definition of equity (actions - first) that is achieved through inclusion (practices)</li> <li>• Revised to reflect focus on students</li> <li>• Added “Raising achievement for all students” to convey belief that all students are challenged and make progress</li> </ul>  |  |
| <p><b>RELATIONSHIPS</b><br/>Promote meaningful relationships between students, families, teaching staff, school administration, central administration, and community based on trust, transparency, and mutual respect.</p>  | <p><b>RELATIONSHIPS</b><br/><b>We believe</b> mutual respect and <b>transparent communication</b> between students, families, <b>school and division staff</b>, and <b>our</b> community builds <b>trusting</b> relationships.</p> |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Added “We believe” to the beginning of each to reflect feedback that suggested the values were written more like goals</li> <li>• Reflects feedback suggesting we elevate the importance of all staff to support improved student learning and outcomes</li> <li>• Reorganized trust and transparency to add clarity, reflect focus on building trusting relationships, and substitute for “meaningful” which lacks specificity</li> <li>• Added “communication” based on feedback regarding importance of communication in building relationships</li> </ul> |  |
| <p><b>WHOLE CHILD (STUDENT)</b><br/>Meeting the social, emotional, and physical needs of students and staff to create a positive and inclusive community.</p>  | <p><b>WHOLE STUDENT</b><br/><b>We believe that addressing</b> the social, emotional, and physical needs of <b>all</b> students fosters <b>academic excellence and</b> an inclusive community.</p>                                  |



## CORE VALUES

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| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Added “We believe” to the beginning of each to reflect feedback that suggested the values were written more like goals</li> <li>• Replaces “child” with “student” to include all developmental levels</li> <li>• Responds to feedback that suggests that the only focus should be on students given title of core value and incorporates support for the value by adding that satisfying these needs is a precursor to learning</li> <li>• Added “academic excellence” to reflect overall feedback to emphasize excellence in education</li> </ul> |  |
| <p><b>VALUING STAFF</b><br/>-N/A<br/>-Newly proposed Core Value</p>   | <p><b>VALUING STAFF</b><br/>We believe the engagement, satisfaction, development, and well-being of our staff enables the success of our students and benefits our community</p> |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Added “We believe” to the beginning of each to reflect feedback that suggested the values were written more like goals</li> <li>• Added this core value to reflect the consistent feedback to ensure that staff are respected, supported and that their well-being is a consideration in decisions and enables the success of our students</li> </ul>  |  |
| <p><b>INTEGRITY</b><br/>-Was not included in initial draft<br/>-Is a Core Value in current APS Strategic Plan</p>   | <p><b>INTEGRITY</b><br/>We believe in building trust by acting honestly, openly, ethically, and respectfully.</p>  |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Added “We believe” to the beginning of each to reflect feedback that suggested the values were written more like goals</li> <li>• This value is being restored in the recommendation based on the misunderstanding at the October 14, 2023 Steering Committee meeting</li> </ul>   |  |



PRIORITIES

| DRAFT PRIORITY<br>Developed by Steering Committee  | RECOMMENDATION<br>Developed by Steering Committee   |
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| <p><b>STUDENT GROWTH AND SUCCESS</b><br/>APS will provide optimal instruction and build support systems to close opportunity and achievement gaps and ensure all students achieve excellence.</p>  | <p><b>STUDENT GROWTH AND SUCCESS</b><br/><b>APS will ensure</b> each student achieves academic excellence through high-quality instruction and systems of support to <b>eliminate</b> opportunity and achievement gaps.</p>   |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Adds consistent language placing responsibility for these goals on the school division</li> <li>• Reflects feedback to prioritize academic excellence</li> <li>• Reflects feedback that “optimal” is vague to replace with high-quality (which is consistently used throughout)</li> <li>• Replaced “close” with “eliminate” based on feedback and for consistency</li> </ul> |   |
| <p><b>STUDENT WELL BEING</b><br/>In partnership with families and students, create an inclusive, safe, and supportive learning environment that fosters all students’ intellectual, physical, mental, and social-emotional growth and well-being.</p>  | <p><b>STUDENT WELL BEING</b><br/>In partnership with families, <b>staff</b>, and students, <b>APS will</b> create inclusive, safe, and supportive learning environments that foster all students’ intellectual, physical, mental, social-emotional growth and well-being.</p> |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Adds consistent language placing responsibility for these goals on the school division</li> <li>• Added “staff” to reflect important role staff play as a partner in fostering student well-being</li> </ul>  |   |
| <p><b>STUDENT CENTERED WORKFORCE</b><br/>Support and invest in a culture that attracts and retains skilled, talented, and effective staff.</p>   | <p><b>STUDENT CENTERED WORKFORCE</b><br/><b>APS will</b> support and invest in a culture that attracts and retains skilled, talented, and effective staff <b>committed to student success and well-being</b>.</p>   |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Adds consistent language placing responsibility for these goals on the school division</li> <li>• Added “committed to student success and well-being” to reflect feedback to connect workforce with student outcomes</li> </ul>   |   |
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## PRIORITIES

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| <p><b>OPERATIONAL EXCELLENCE</b><br/>Implement efficient and effective system-wide operations to support Arlington’s community, student, and staff success.</p>  | <p><b>OPERATIONAL EXCELLENCE</b><br/><b>APS will plan and</b> implement efficient and effective system-wide operations to support <b>student, staff, and our community’s</b> success.</p>                                |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Adds consistent language placing responsibility for these goals on the school division</li> <li>• Reflects steering committee charge and feedback to prioritize students</li> </ul>   |  |
| <p><b>PARTNERSHIPS</b><br/>Strengthen and develop partnerships built on trust that support students.</p>   | <p><b>STUDENT, FAMILY, &amp; COMMUNITY PARTNERSHIPS</b><br/><b>APS will</b> strengthen and develop partnerships built on trust <b>with students, families, and the community</b> to support <b>student learning</b>.</p> |
| <p><b>Rationale</b></p> <ul style="list-style-type: none"> <li>• Adds consistent language placing responsibility for these goals on the school division</li> <li>• Reflects feedback to add clarity to what “partnerships” APS is referring</li> <li>• Reflects feedback to add specificity to what partnerships are established/strengthened to support.</li> </ul> |  |