

ANNUAL DISTRICT GOALS

February 2015

GOAL AREA: BUDGET

GOAL: Maximize district resources to provide quality facilities and educational programs.

OBJECTIVES:

1. APS will explore innovative funding mechanisms.
2. APS will continue to develop the capacity for financial optimization.
3. APS will maintain broad concept planning based on foreseeable budget and summative needs assessment.

STRATEGIES:

1. Evaluate the merits of using QCPUF funds for energy efficient projects.

Explored and employed QCPUF.

2. Identify alternative funding sources.j

Obtained grants from Arlington Youth Foundation, Fremont Community Foundation, America Grow Rural Schools

Obtained donations for welding program from DW Steel, American Welding Society, Lincoln Electric, Airgas, and Metro Community College South Omaha Campus.

3. Assist the Arlington Education Foundation in developing capacity for alternative funding sources.

Lynn is serving on a Task Force comprised of representatives from different community organizations who are exploring avenues of collaborative fundraising and marketing. This committee has met four times and continues to meet.

GOAL AREA: COMMUNITY ENGAGEMENT

GOAL: Work proactively with the community to improve the educational programs.

OBJECTIVES:

1. APS will develop processes and procedures to more effectively engage with the community about issues that impact student and educational programs.

STRATEGIES:

1. Examine current practices to promote community engagement.

The board provides public speaking at all board meeting.

The board will send follow-up letter on progress achieved/taken based upon the previous community engagement activity.

GOAL AREA: FACILITIES

GOAL: Provide quality facilities to enhance educational programs.

OBJECTIVES:

1. APS will provide a safe and secure learning environment.
2. APS will identify and prioritize existing facility needs.
3. APS will identify and prioritize a 5-10 year facility enhancement plan.

STRATEGIES:

1. Examine existing transportation program and plan for future needs.

The board has decided to postpone any investigation of outsourcing.

The board has modified Policy 3520 which extends the scope of the busing to include nonresident St. Paul's students.

2. Maximize the use of energy efficient technology to address the financial challenges.

Updated lighting at athletic field to be energy efficient, updated lighting in old HS gym and blue gym to be energy efficient, updated lighting in weight room to be energy efficient, updated lighting in welding area to be energy efficient.

3. Create an ad hoc committee (internal and external members) to define facility enhancement plan and determine how to implement it.

GOAL AREA: STUDENT PERFORMANCE

GOAL: Develop and implement plans using instructional best practices, formative and summative assessments, and student data to ensure that all students are college and career ready.

OBJECTIVES:

1. APS will consistently score above the state average and score in the top 20% of the identified array schools at each grade level in both reading and math.

2. Maintain interest and increase participation in career and college ready courses as measured by a) number of students completing career pathways, b) number of students successfully completing college courses (dual enrolled)

3. Maintain cohort graduation rates of 94% or higher.

STRATEGIES:

1. Develop and articulate curriculum that is aligned with state standards.

Hired a part time Student Services director to assist with this function.

Adopted and implementing a language arts curriculum that is aligned to state standards.

Adopted a health curriculum aligned to national standards.

Starting a 2 year process of adopting a math curriculum K-12 aligned to state standards.

Staff review state standards and align essential learning elements to the standards during PLC meetings.

Purchased, implementing, and reviewing new Reading Street curriculum that aligns to Nebraska Language Arts state standards.

2. Incorporate the *Nebraska Standards for Career Ready Practice: Preparation for College and Career* into courses in 9-12 Business, FCS, and Industrial Tech areas.

FCS reviewed these standards and as a result introduced three new courses in their department that encompass two career tracks (health and education.)

Industrial Tech and 9-12 Business are completing a study of best practices and will be recommending action by year end.

Administered Gallop Poll to juniors and seniors to gather data to inform the district decisions.

3. Practice data-informed program and instructional planning in the implementation of MTSS.

Utilizing NWEA three times a year (beginning of year, middle of year, end of year) to measure student achievement in the areas of reading and math for students in grades 2-9.

Elementary teachers provide interventions and do progress monitoring on these students.

Elementary students are DIBELS tested at the beginning of the year and teachers utilize that data in planning instruction.

Elementary teachers are using progress monitoring through the Early Intervention Reading and Core Corrective Reading systems.

4. Identification and begin implementation on defined instructional model.

Administrative team compared and contrasted Danielson and Marzano model during the 2014-15 school year.

5. Implement a district-wide, teacher-developed, (common) formative assessment system where data analysis informs instruction to ensure student achievement growth.

7-12 teachers are using PLC to develop and peer review these formative assessments. These documents are housed in a Google Warehouse.

Elementary teachers are using PLC time to develop and discuss common formative assessments specifically in the area of reading. These assessments and essential outcomes are housed in a Google folder.

6. Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.

Secondary staff have utilized Plicker for quick, in-class assessments in science and computer courses.

Skype has been used to provide a platform for visual and auditory communication with Cedar Bluffs for Agricultural Education.

Scott Parson has provided articulated technology mini workshops that are held both before and after school during the 2014-15 and 2015-16 school year.

K-6th grade teachers utilize IXL for reinforcement of skills in that area of Math.

There are additional interactive technology pieces in the new reading curriculum.