



ARLINGTON PUBLIC SCHOOLS

2025-2030 DISTRICT STRATEGIC PLAN



ARLINGTON PUBLIC SCHOOLS STRATEGIC PLAN - TABLE OF CONTENTS

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This Strategic Framework Presented to

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and

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MISSION STATEMENT

Empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.

VISION

For all students to discover a Passion, feel a sense of Purpose, and find or create a Pathway.



GUIDING PRINCIPLE I: ACADEMIC LEARNING & SUCCESS

Objective: Amplify the academic program at APS by providing the necessary supports, systems, and opportunities for all to engage meaningfully in the education process.

Strategy 1.1: Provide job-embedded meeting time for certified staff members to evaluate the effectiveness of instructional supports through the MTSS process, using data to ensure all students are provided with necessary support and enrichment.

Recommended Performance Indicators:

- a. Administration will provide staff meeting time to increase staff data literacy, assessing if data is utilized well in the MTSS process to meet the needs of students.
- b. Administrators and appropriate staff will evaluate the effectiveness of the instructional supports and benefits of MTSS implementation and enhance where needed.

Strategy 1.2: Through professional development and staff collaboration, staff will clarify and develop the components of the instructional program (instructional framework, curriculum mapping, alignment, scope and sequence) to build common instructional practice district-wide.

Recommended Performance Indicators:

- a. Evaluate current district onboarding process and implement necessary changes to ensure the process for certificated and appropriate classified staff includes a focus on utilizing the district-adopted instructional framework.
- b. Administration, with board support, will develop an annual schedule that provides consistent collaboration time for staff (departments and teams) to fully develop the components of the curriculum, establishing the order the components should be addressed.

Strategy 1.3: Develop program evaluations to verify integration of APS Curriculum and Outcomes with character expectations and future workforce needs of the community, with specific attention given to CTE offerings.

Recommended Performance Indicators:

- a. The board and administration will determine key data sources to use in the evaluation of district programming.
- b. Utilizing gathered data, determining long term feasibility of district programming, including CTE expansion, giving consideration to local needs, stakeholder feedback and functionality of current or future facilities.
- c. The district will communicate the potential CTE program expansion, ensuring expansion aligns with community expectations and workforce demands.



ACADEMIC LEARNING & SUCCESS

Strategy 1.1: Provide job-embedded meeting time for certified staff members to evaluate the effectiveness of instructional supports through the MTSS process, using data to ensure all students are provided with necessary support and enrichment.			
Alignment Areas:	NASB Guiding Principles: Personnel Effectiveness; Student Centered Learning		
Performance Indicator	Target Date	Responsible	Progress Updates
a. Administration will provide staff meeting time to increase staff data literacy, assessing if data is utilized well in the MTSS process to meet the needs of students.	Ongoing	All members of admin team	• Mrs. Wolf preparing staff to interpret new iReady data on 9-9-25 and 9-22-25
			• Regular Tuesday morning staff meetings to adjust to Friday PLC shift for the 2025-2026 school year
			• Elementary Team Time Weekly to discuss student data
b. Administrators and appropriate staff will evaluate the effectiveness of the instructional supports and benefits of MTSS implementation and enhance where needed.	(Example: Biannually)	(Example: Superintendent, Principal and MTSS Team)	• (Example: Team met on 1/2/34 to discuss MTSS Implementation)
			•



ACADEMIC LEARNING & SUCCESS

Strategy 1.2: Through professional development and staff collaboration, staff will clarify and develop the components of the instructional program (instructional framework, curriculum mapping, alignment, scope and sequence) to build common instructional practice district-wide.			
Alignment Areas:	NASB Guiding Principle: Personnel Effectiveness		
Performance Indicator	Target Date	Responsible	Progress Updates
a) Evaluate current district onboarding process and implement necessary changes to ensure the process for certificated and appropriate classified staff includes a focus on utilizing the district-adopted instructional framework.	Aug 2025	All members of the admin team	On-boarding (new teacher orientation and mentoring) shifted from one day to two days pre-contract; time dedicated to Instructional Model
	TBD		TBD will review Marzano Instructional Framework and MTSS with all staff members, as we have many new staff since adopting the framework
b) Administration, with board support, will develop an annual schedule that provides consistent collaboration time for staff (departments and teams) to fully develop the components of the curriculum, establishing the order the components should be addressed.	March 2026	Calendar Committee, Admin Team, and Board of Education Principals	Calendar committee and admin team will propose calendar to the board which will include PD days to embed time to work on curriculum and staff collaboration
	Ongoing		- Team time facilitated weekly in the elementary by Dr. Morgan - Department meetings at the secondary level during inservice time and/or Tues morning meetings when possible



ACADEMIC LEARNING & SUCCESS

Strategy 1.3: Develop program evaluations to verify integration of APS Curriculum and Outcomes with character expectations and future workforce needs of the community, with specific attention given to CTE offerings.

Alignment Areas:

NASB Guiding Principle: Access to Educational Opportunities

Performance Indicator	Target Date	Responsible	Progress Updates
a) The board and administration will determine key data sources to use in the evaluation of district programming.	Ongoing	All members of the admin team, curriculum committee board members, and full board	- Implementation of iReady - Adoption of curriculum with teacher/admin/board input
b) Utilizing gathered data, determining long term feasibility of district programming, including CTE expansion, giving consideration to local needs, stakeholder feedback and functionality of current or future facilities.	Dec 2025	Board, Supt, and Architect	- Sept 9-DLR interviewed Teacher - Sept 22- DLR conducted focus group meeting
c) The district will communicate the potential CTE program expansion, ensuring expansion aligns with community expectations and workforce demands.	January 2026	Board of Education and Admin Team	Community Engagement meeting 2026 plan to present DLR findings, cost of improvements, etc.



GUIDING PRINCIPLE II: DISTRICT/BUILDING CLIMATE & CULTURE

Objective: Foster a positive culture of high expectations that pushes all students and staff members toward connection and excellence.

Strategy 2.1: The board and administration will seek opportunities to recognize staff and will engage community partners to support the recognition program.

Recommended Performance Indicators:

- a. Administration will develop an annual communication calendar to ensure an APS communication system of regular updates to staff is established.
- b. Administration and designated staff will develop and implement strategies to inform the public of events, accomplishments and opportunities in the district.
- c. Embed opportunities to recognize staff, at all levels, into regular district wide communication.

Strategy 2.2: Beginning with the Board of Education, the district will clearly define behaviors and habits that strive to meet the APS standard of excellence.

Recommended Performance Indicators:

- a. Create opportunities for staff to have dedicated time to define APS standards of excellence in the areas of academics, student behaviors, MTSS, etc. and formulate action steps to pursue high and consistent expectations in these areas.
- b. Consider parent advisory committees for building level administrators to help define high expectations and APS standards of excellence.

Strategy 2.3: Evaluate and revise the district onboarding process for all staff members to ensure clear professional standards, preparation of all job duties, and the instillation of district values and cultural expectations.

Recommended Performance Indicators:

- a. Develop an onboarding team to determine necessary components based on roles of new staff members and district values and priorities.
- b. Ensure all teachers, with attention given to new hires, have access to and use high quality curriculum resources, including curriculum maps, common assessments, academic programs, and instructional materials.



DISTRICT/BUILDING CLIMATE & CULTURE

Strategy 2.1: The board and administration will seek opportunities to recognize staff and will engage community partners to support the recognition program.			
Alignment Areas:	NASB Guiding Principle: Family & Community Partnerships		
Performance Indicator	Target Date	Responsible	Progress Updates
a. Administration will develop an annual communication calendar to ensure an APS communication system of regular updates to staff is established.	Ongoing	Principals and Supt	● Supt email report to board regularly (weekly or more at times) ● Bi-Monthly newspaper article
			● Principals send weekly newsletters to staff and families
			●
b. Administration and designated staff will develop and implement strategies to inform the public of events, accomplishments and opportunities in the district.	Ongoing	Admin team, secretaries, technology staff	● Use of Canva to create graphic posts on events for social media ● New activities calendar program to keep the public informed of competitions and performances
			●
			●
c. Embed opportunities to recognize staff, at all levels, into regular district wide communication.	Ongoing	Admin team, student council, PPP committee	● Teacher of the Month ● Staff Spotlights
			●
			●



DISTRICT/BUILDING CLIMATE & CULTURE

Strategy 2.2: Beginning with the Board of Education, the district will clearly define behaviors and habits that strive to meet the APS standard of excellence.			
Alignment Areas:	NASB Guiding Principle: Student Centered Learning		
Performance Indicator	Target Date	Responsible	Progress Updates
a. Create opportunities for staff to have dedicated time to define APS standards of excellence in the areas of academics, student behaviors, MTSS, etc. and formulate action steps to pursue high and consistent expectations in these areas.	Ongoing	All staff and admin	SOAR program in elementary
b. Consider parent advisory committees for building level administrators to help define high expectations and APS standards of excellence.	TBD	Principals	- NASB strategic planning initiated the conversation - In discussion phase



DISTRICT/BUILDING CLIMATE & CULTURE

Strategy 2.3: Evaluate and revise the district onboarding process for all staff members to ensure clear professional standards, preparation of all job duties, and the instillation of district values and cultural expectations.			
Alignment Areas:	NASB Guiding Principle: Personnel Effectiveness		
Performance Indicator	Target Date	Responsible	Progress Updates
a. Develop an onboarding team to determine necessary components based on roles of new staff members and district values and priorities.			•
			•
			•
b. Ensure all teachers, with attention given to new hires, have access to and use high quality curriculum resources, including curriculum maps, common assessments, academic programs, and instructional materials.			•
			•
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GUIDING PRINCIPLE III: DISTRICT RESOURCES

Objective: Devote key resources to support the recruitment and retention of staff members, and the physical and programming growth of the district.

Strategy 3.1: Promote the support and benefits provided by the district to recruit high quality staff members to the district.

Recommended Performance Indicators:

- a. Communicate long-term staffing needs to the board to allow for the necessary allocation of resources.
- b. Develop partnerships with identified institutions and community entities to create consistent pools of high-quality applicants

Strategy 3.2: Working transparently with the community, prioritize and devote resources toward current and anticipated facility needs to provide functional learning space and tools for expanded student learning opportunities.

Recommended Performance Indicators:

- a. The board, in collaboration with administration, will continually examine community and district data as it relates to facilities, course offerings and student achievement.
- b. The board will engage in a long-term facilities plan of the district, giving consideration to enrollment trends and new course offerings.



DISTRICT RESOURCES

Strategy 3.1: Promote the support and benefits provided by the district to recruit high quality staff members to the district.			
Alignment Areas:	NASB Guiding Principle: District/Building Climate & Culture		
Performance Indicator	Target Date	Responsible	Progress Updates
a. Communicate long-term staffing needs to the board to allow for the necessary allocation of resources.	Ongoing	Supt and Principals	- Option Capacity adoption each October - Budget process communicating the cost of employees so budget can be adequately funded for staffing
b. Develop partnerships with identified institutions and community entities to create consistent pools of high-quality applicants	ongoing	Supt and Principals HS Guidance	- Metro Community College: Dual Credit Instructors to support course offerings - Student teachers from Midland, UNO, and Wayne - Industry Connections for alternatively certificated teaching candidates



DISTRICT RESOURCES

Strategy 3.2: Working transparently with the community, prioritize and devote resources toward current and anticipated facility needs to provide functional learning space and tools for expanded student learning opportunities.			
Alignment Areas:	NASB Guiding Principles: Access to Educational Opportunities; Board Governance		
Performance Indicator	Target Date	Responsible	Progress Updates
a. The board, in collaboration with administration, will continually examine community and district data as it relates to facilities, course offerings and student achievement.	Annually in January	Board and Supt	Community Engagement
	TBD through year	Board committees and principals	- Curriculum Committee during review and adoption cycles, and to meet American Civics requirement - Buildings and Grounds/Transportation Committee meet as needed to plan for future facilities, summer projects, and review upkeep
b. The board will engage in a long-term facilities plan of the district, giving consideration to enrollment trends and new course offerings.	Ongoing	Admin Team, Board of Education	Engage with DLR to prepare for future facilities updates and renovations



BOARD GOVERNANCE

Objective: Create a highly effective governance process that promotes accountability internally, the integration of community perspectives, and the advancement of student learning.

Strategy 4.1: Continuously engage the community in district developments to ensure the community has opportunities to provide input.

Recommended Performance Indicators:

- a. The board will re-engage district patrons annually/biannually to provide timely updates on the progress of the Strategic Plan, including results of feasibility studies and data collection.
- b. Seek out additional opportunities to receive stakeholder feedback surrounding district goals and priorities.
- c. Ensure continuous engagement with community stakeholders is included in any district communication plans. (See Strategy 2.1)

Strategy 4.2: Ensure board meetings are student-focused by receiving updates, reports, and data to validate program impact on instruction and learning and ensure alignment with long-term district goals.

Recommended Performance Indicators:

- a. Establish clear expectations for program review reports to verify effective use of district resources.
- b. Align the board meeting agenda to Strategic Plan items allowing for regular progress updates during board meetings.

Strategy 4.3: Create an annual advocacy plan/process to engage with local and state officials.

Recommended Performance Indicators:

- a. Consider the formation/implementation of an advocacy committee and include an advocacy update on the regular meeting agenda.
- b. The board will seek opportunities to engage with local representatives (village board, county commissioners, state legislature) to share the story of APS and develop a reciprocal relationship resulting in the district and the representatives working toward the common good of public education.



BOARD GOVERNANCE

Strategy 4.1: Continuously engage the community in district developments to ensure the community has opportunities to provide input.			
Alignment Areas:	NASB Guiding Principle:		
Performance Indicator	Target Date	Responsible	Progress Updates
a. The board will re-engage district patrons annually/biannually to provide timely updates on the progress of the Strategic Plan, including results of feasibility studies and data collection.	Annually in January	Supt and Board	Community Engagement Meeting
	Quarterly	Admin team	- Review of Board Goals and Strategic Plan in Board Meeting - Annual Board Retreat for deep review of goals
b. Seek out additional opportunities to receive stakeholder feedback surrounding district goals and priorities.	Ongoing	Board Admin Team All Staff	- Survey of parents and Community members - Community Engagement Meeting Annually - Surveys of specific populations (SPED, graduating seniors, etc.) - Survey of Staff and Stakeholders for frameworks accreditation
c. Ensure continuous engagement with community stakeholders is included in any district communication plans. (See Strategy 2.1)	Schedule for January of each year	Board and Supt	Annual CEM



BOARD GOVERNANCE

Strategy 4.2: Ensure board meetings are student-focused by receiving updates, reports, and data to validate program impact on instruction and learning and ensure alignment with long-term district goals.			
Alignment Areas:	NASB Guiding Principle:		
Performance Indicator	Target Date	Responsible	Progress Updates
a. Establish clear expectations for program review reports to verify effective use of district resources.	Implemented	All Staff	• Present on a rotation to board of education monthly • Principal and Supt reports monthly
			•
			•
b. Align the board meeting agenda to Strategic Plan items allowing for regular progress updates during board meetings.	TBD	Supt	•
			•
			•



BOARD GOVERNANCE

Strategy 4.3: Create an annual advocacy plan/process to engage with local and state officials.			
Alignment Areas:	NASB Guiding Principle:		
Performance Indicator	Target Date	Responsible	Progress Updates
a. Consider the formation/implementation of an advocacy committee and include an advocacy update on the regular meeting agenda.	TBD	Board and Supt	•
			•
			•
b. The board will seek opportunities to engage with local representatives (village board, county commissioners, state legislature) to share the story of APS and develop a reciprocal relationship resulting in the district and the representatives working toward the common good of public education.	TBD	Board and Supt	•
			•
			•

