



ARLINGTON PUBLIC SCHOOLS

**STRATEGIC PLAN FRAMEWORK
2025-2030**

Table of Contents

NASB GUIDING PRINCIPLES 6

GUIDING PRINCIPLES OF FOCUS7

ACADEMIC LEARNING AND SUCCESS.....7

DISTRICT/BUILDING CLIMATE & CULTURE.....9

DISTRICT RESOURCES.....10

BOARD GOVERNANCE11

Arlington Public Schools

This Strategic Framework presented to

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And

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Mission

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.

NASB GUIDING PRINCIPLES

The ten Guiding Principles of the Nebraska Association School Boards (NASB) Strategic Planning process describes the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by Marzano and Danielson instructional models and are in alignment with the Nebraska State Board of Education AQuESTT tenets/Accreditation, and the NASB Board Governance Standards. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school. The Guiding Principles are as follows:

1. Academic Learning and Success

A balanced learning process that includes instructional methods to improve learning and growth for each student.

2. Student Centered Learning

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

3. Cultural Inclusion and Engagement

The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.

4. District/Building Climate & Culture

Relationships among staff, students, and families are the foundation of a school's culture and climate.

5. Personnel Effectiveness

Support the professional growth of effective staff and school leaders.

6. Social-Emotional Mental Health Well-Being

Social-emotional mental health well-being of students and staff is a critical component of a high functioning school district.

7. Access to Educational Opportunities

Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.

8. Family and Community Partnerships

Positive partnerships fundamentally improve the outcomes for students, school district, and community.

9. District Resources

Align and manage district resources to meet needs and goals.

10. Board Governance

Effective board governance ensures accountability focused on growth and student learning.

GUIDING PRINCIPLES OF FOCUS

The NASB Strategic Planning process, after the full engagement of stakeholders and analysis of the data collected, has provided the following recommendations for future development at Arlington Public Schools. The recommendations provided are created with the core elements defined above. With purposeful action towards these priorities, APS will find a new era of success. With proper governance and accountability, this success can be made sustainable and leveraged for the advancement of student outcomes.

ACADEMIC LEARNING AND SUCCESS

A balanced learning process that includes instructional methods to improve learning and growth for each student.

Objective: *Amplify the academic program at APS by providing the necessary supports, systems, and opportunities for all to engage meaningfully in the education process. (Personnel Effectiveness, Student Centered Learning, Access to Educational Opportunities)*

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.

Performance Indicator 1.1(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.

Performance Indicator 1.1(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.

Performance Indicator 1.2(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.

Performance Indicator 1.2(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.

Performance Indicator 1.3(a): The board and administration will determine key data sources to use in the evaluation of district programming.

Performance Indication 1.3 (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.

Performance Indicator 1.3(c): The district will communicate the potential CTE program expansion, ensuring expansion aligns with community expectations and workforce demands.

DISTRICT/BUILDING CLIMATE & CULTURE

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

Objective: *Foster a positive culture of high expectations that pushes all students and staff members toward connection and excellence. (Family and Community Partnerships, Student Centered Learning, Personnel Effectiveness)*

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

Performance Indicator 2.1(a): Administration will develop an annual communication calendar to ensure an APS communication system of regular updates to staff is established.

Performance Indicator 2.1(b): Administration and designated staff will develop and implement strategies to inform the public of events, accomplishments and opportunities in the district.

Performance Indicator 2.1(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.

Performance Indicator 2.2(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.

Performance Indicator 2.2(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.

Performance Indicator 2.3(a): Develop an onboarding team to determine necessary components based on roles of new staff members and district values and priorities.

Performance Indicator 2.3(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 RESOURCES

District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.

Objective: Devote key resources to support the recruitment and retention of staff members, and the physical and programming growth of the district. (Board Governance, Access to Educational Opportunities, District/Building Climate & Culture)

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

Performance Indicator 3.1(a): Communicate long-term staffing needs to the board to allow for the necessary allocation of resources.

Performance Indicator 3.1(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

Performance Indicator 3.2(a): The board, in collaboration with administration, will continually examine community and district data as it relates to facilities, course offerings and student achievement.

Performance Indicator 3.2(b): The board will engage in a long-term facilities plan of the district, giving consideration to enrollment trends and new course offerings.

BOARD GOVERNANCE

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

Objective: *Create a highly effective governance process that promotes accountability internally, the integration of community perspectives, and the advancement of student learning. (Board Governance Standards: III Stakeholder and Community Engagement, IV Accountability and Student Achievement, V Advocacy)*

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

Performance Indicator 4.1(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.

Performance Indicator 4.1(b): Seek out additional opportunities to receive stakeholder feedback surrounding district goals and priorities.

Performance Indicator 4.1(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.

Performance Indicator 4.2(a): Establish clear expectations for program review reports to verify effective use of district resources.

Performance Indicator 4.2(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.

Performance Indicator 4.3(a): Consider the formation/implementation of an advocacy committee and include an advocacy update on the regular meeting agenda.

Performance Indicator 4.3(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.