



ARLINGTON PUBLIC SCHOOLS

2025-2030 DISTRICT STRATEGIC PLAN



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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, responsible decision making and adaptability in order to make meaningful contributions to their communities.

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.	Annually	Administrator Team	● Elementary and MTSS teams meet regularly throughout the year ● Implementation supported by the service unit ● PD agendas will evidence the meetings
			● MTSS Fully implemented in Elementary ○ School improvement visit highlighted the success of the process



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
	Oct 22 Dec 1 Jan 19		- Inservice throughout the year Review Marzano Instructional Framework and MTSS with all staff members, as we have many new staff since adopting the framework
			- Mid-year hires paired with mentor upon hiring and part of new teacher orientation in the fall
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
	Jan 6, 2026		- 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 - SPED Staff MS/HS weekly meeting



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
			Data Collection for proposed construction project
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 #1 - Oct 21- DLR conducted focus group #2 - Nov 17- DLR conducted focus group #3
			- DLR model phased plans reviewed in January, revised in Jan - Board members visit conference schools Feb - Board Retreat to have facilities focus in 2026 - Data Collection for Construction Project partnered with Kordica
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.
			Project has been proposed and data is being collected



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 frequently
			Principals send weekly newsletters to staff and families
			Communication responsibilities chart established for external review, available on school improvement website
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 - Use of Gipper for athletic game day info graphics
			New activities calendar program (scheduler) to keep the public informed of competitions and performances
			Digital/Striv students with weekly updates posted on social media
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 - Advice to younger self posters
			- Student attendance all-star (high school) - Eagles of the month (elementary) - Senior Spotlights
			New staff members spotlights on social media



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
			- PPP committee shifting focus to students Passion, Purpose and Pathway - Created chart of current strategies used to help student uncover their 3P's
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
			- Parent Group participation in DLR focus groups - Parent/Patron interview group for external review - Youth Wrestling Program Parent Engagement with Board members
			- Specific Parents Groups Identified - Music Boosters - Athletic Boosters - PTO - FFA Friends and Alumni Supporter Group



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.	TBD	APS Principals	Adding Master Teacher and Content Teacher to new staff mentoring program
			Review of Marzano Strategies during inservice 2025-2026 and current
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.	Ongoing	APS Principals and Curriculum Director	All pacing guides and curriculum guides gathered/included on CIP website for external review
			Curriculum adoption process three year phasing (research, review and pilot, adopt)
			Frequent check-ins with new teachers and embedded time for new teachers and mentors to meet and evaluate the needs of the newest members of our team



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
			Confidently analyze enrollment trends and plan future staffing accordingly
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
			- Assess the new “grow your own” model proposed with NDE and see if there are partnerships available for us when qualified candidates apply - Rely on local trained individuals to provide high quality subs for potential to become part of a “grow your own” team



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
			- Board considers new courses proposed by admin team in the spring - New courses added when there is significant interest and admin/board support
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
			- Plan financially for smaller future projects - Continuation of sponsorship efforts - Depreciation fund for mid-cycle curricular and vehicle purchase needs



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
			Engagement through community surveys and feedback forms
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
			- Project postcard mailer - Project flyers at Village Office and Library after consulting with Village about outreach
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
			- Communication of future changes early; - Board meeting agendas - Board reports for the paper - Eagle Alerts



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 curriculum on a rotation to board of education monthly • Principal and Supt reports monthly
			• Curriculum and American Civics Committee tri-annual meetings and board reports
			•
b. Align the board meeting agenda to Strategic Plan items allowing for regular progress updates during board meetings.	TBD	Supt	• WIP-will check with Ben to see if they have a tool to merge the strategic plan into Sparq
			•
			•



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	• Dr. Lewis attending Legislative updates with NRCSA and NCSA • Review and report on legislative activity regularly during and after session
			• Board members provided with contact information for our district senator
			• Ensure all policies are in accordance with new legislation passed
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	• Communication with Village Chairperson Travis Kraemer regarding community events • Meeting with fair board reps regarding building project at the fair grounds
			•
			•

