Board of Education Workshop
Wednesday, April 10, 2019 5:30 PM
HS CONFERENCE ROOM
705 N 9th St
Arlington, Nebraska 68002

1. Workshop Called to Order and Roll Call
    1. Pledge of Allegiance
2. Discuss expectations with DLR relative to the board goal on long-range facility planning.
3. Review, Discuss and Develop Annual District Goals.
4. Adjourn

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ANNUAL DISTRICT GOALS
February 2018
(Updates 5/14/2018) (Updates 8/13/18)(Updates 11/12/18)(3/15/19)

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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. Identify alternative funding sources including corporate sponsorship.
Eagle Golf Classic is obtaining corporate sponsors.
DEQ Grant for Track resurfacing and playground.
Shawna $1,000 Scholarship for FBLA
Elementary Fun Run $18,100
Two Rivers and McKinnis scoreboard sponsorship $10,000
Scheels Allsport playground $47,000
2. Assist the Arlington Education Foundation in developing alternative funding sources.
Worked with Midland College students to create marketing tools for foundation. Foundation has committed to funding for grades 1 and 2 classroom tablets and wireless interactive whiteboard systems.
At the AEF Banquet they created an opportunity for Alumni to support a "WISH LIST" item for the school. This realized $943 in donates for identified items of calculators, core chairs, classroom library books, and board games.
Private donor through AEF funded Fountas and Pinnell reading interventions (about $5,000)
AEF provided $7,500 for grades 1 and 2 Amazon Fire tablets
Donor for a project yet to be identified as a memorial to family members.

GOAL AREA: COMMUNITY ENGAGEMENT

GOAL: Maximize transparent communication by providing meaningful feedback and input opportunities toward continuous improvement efforts to strengthen family, school, and community partnerships.

OBJECTIVES:
1. APS will enhance our communication process to inform and engage stakeholders in our community.
2. APS will develop outreach opportunities that reinforce learning and engage the community in support of all educational and extracurricular endeavors.

STRATEGIES:
1. Examine current practices to promote periodic community engagement session(s).
Finalizing Community Engagement with NASB

2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.
Utilizing Dr. Larry Dlugosh to lead Facility Planning process with community
Planned and executed Facility Planning Meeting. Follow-up activities being planned.
Completed the planning meetings and begin RFQ process to hire design firm.
Identified DLR as firm to work with us and beginning the contract and planning.

3. Provide education and training for parents and guardians to promote school readiness.
Jacque has met with a team of teachers to begin discussions of what components to consider in the training.
Have had three planning meetings with internal stakeholders.
Initial meeting rescheduled due to weather, being rescheduled 4/16

4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.
Jacque has met with a team of teachers to begin discussions of what supports may look like.

5. Increase the social media presence of the district.
Focus on increased presence by engaging more internal committees and leaders in the process.
Exploring programs (STRIV and Class Intercom) to enhance our presence and provide desired information to clients.
Purchased STRIVand developed extra duty position to support it's utilization.
Deploying STRIV and getting positive feedback.

GOAL AREA: FACILITIES
GOAL: Provide up-to-date facilities to allow for continuous improvement and benefit to students in educational and extracurricular 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.
4. APS will collaborate with the Washington County Agricultural Society and the Village of Arlington to most effectively use shared space(s).

STRATEGIES:
1. Evaluate and implement recommendations from the safety committee.
Implementing increased intruder drills.
Changed a door from mag lock to electronic strike.
Ordered additional interior cameras.
Created a 'control center' room in office area.
Completed safety updates to bus barn (cameras, door security, windows reinforced)
Installation of additional interior cameras (two hallway, one old gym)
Finished installation of the surveillance software on the computer in the 'control center.'
Installing limited lighting along new sidewalks where needed.

Receiving bids to convert remaining mag lock doors to electronic strike.
Replacing blind guards on all four entry areas.

2. Examine existing transportation program and plan for future comprehensive needs.
Bus Barn Committee in the process of identifying and addressing bus barn needs.
Bus Barn was purchased.
Improvements (doors, overhead doors, cameras) in progress.

3. Maximize the use of energy efficient technology to address financial challenges.
Upgraded HS computer room to efficient lighting.
Upgrading lighting in Bus Barn facility in progress
ESU#3 evaluated connectivity and efficiency of network with recommendations

4. *Complete a facility planning process and develop a long range facility plan.*
Identified DLR as firm to work with us and beginning the contract and planning.

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 identified schools* at each grade level in reading, math, and science utilizing a 5-year average.
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 enrollment).
3. Maintain cohort graduation rates of 94% or higher.
4. APS will assist students in transitioning from secondary education into careers and/or post-secondary studies.

*Identified schools – Arlington, Ashland-Greenwood, Bennington, Blair, DC West, Fort Calhoun, Millard, North Bend, Papillion LaVista, Raymond Central, Springfield-Platteview, Syracuse, Wahoo, Yutan

STRATEGIES:
1. Develop and articulate curriculum that is aligned with state standards.
Social Studies curriculum committee has aligned with state standards and brought forth recommendations for resource adoption
Spanish curriculum aligned with state standards
October 29 - Curriculum adoption kick off for Science; working in cooperation with ESU3 personnel
Spanish and Social Studies curriculum resources are purchased

2. Incorporate the *Nebraska Standards for Career Ready Practice: Preparation for College and Career* into all courses.

These are considered as a part of our curriculum adoption process (social sciences this year, science has already begun discussions about these and will begin the process next year).

Students working with Vocational Rehab to help set post secondary goals and action plans.

3. Practice data-informed program and instructional planning in the implementation of Multi-Tiered Support System.

MS/HS - We now have established which standardized assessments we will use at each grade level as one piece of our decision making process. (7th-9th grade - MAP, 10th grade - Pre-ACT, 11th grade - ACT)

Reading Interventions - These have been developed and are being implemented two days per week for current 7th grade students. We are utilizing Corrective Reading for the curriculum.

11th grade meetings - Nichole Fairhead, Floyd Everitt, and Aaron Pfingsten met with every junior regarding their future plans and the connection to their pre-ACT results.

7th grade reading interventions utilized Corrective Reading in the first few weeks and has switched to Read Theory since then. Using Read Theory we have been able to evaluate progress of students using Lexile scores and grade level passages to show growth. The evaluation of the last quarter's goals led to three students being identified to either exit the program or jump a level.

Added MTSS support personnel for reading interventions and math interventions K-8.

Adopted Tier II math resource materials for K-6.

Exploring adding minutes to each instructional day to enhance ability to implement MTSS.

4. Continue to implement the Arlington Instructional Model based on the Marzano Framework.

Training on and implementation of iObservation.

iObservation being implemented in walkthroughs.

Administrators collaborated with other schools to gain an understanding of how we might utilize iObservation for the benefit of our students and teachers. We have met and are evaluating which elements carry the most meaning for us. Through a committee, we are also developing forms to be used to advance our usage of iObservation and adapt our evaluation instrument.

5. Implement a revised evaluation tool aligned to the Arlington Instructional Model.

The instructional model committee has recommended and the district has moved forward with utilizing Iobservation for classroom walkthroughs. This is directly aligned to our instructional model.

Training on and implementation of iObservation.

iObservation is being utilized for walkthrough observations for the 2018-19 instructional year.

(See #4 above)

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

K-6 has developed common formative assessments in Reading and Math

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

All classrooms have a laptop cart in their room or share one between two classrooms.

Elementary using DOJO uniformly to communicate with parents.

New lease agreement for teacher computers in place.

New tablets purchased and configured for grades 1-2.

New desktop computers in all computer labs.

Additional wireless access points installed throughout buildings.

Gigabit internet feed established.

Increased time for technology integration from .25 FTE to .50 FTE.

8. Develop, articulate, and deliver a comprehensive secondary curriculum to assist students in transitioning from secondary education into careers and/or post-secondary studies.

This is currently captured as an on-going part of our counseling curriculum that is being delivered during TA.

9. Identify social, emotional, and behavioral support systems for students and staff.

Committee met with Arbor Family Counseling about SAP and EAP. Making a recommendation to the board.

Finalized implementation of Mighty Me program for K-6 girls

A four person team developing a comprehensive social-emotional guidance curriculum for grades 7-12

Teacher team developed social-emotional curriculum for MS/HS.

Elementary implementing HOUSE to compliment social-emotional learning.

SAP and EAP in place. All staff and parents introduced to programs.

The social-emotional curriculum is being delivered 1-2 days per week (depending on the lesson) in MS/HS teacher advisory time.

Continue to evaluate the utilization of the EAP/SAP program.

ANNUAL DISTRICT GOALS
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3. APS will maintain broad concept planning based on foreseeable budget and summative needs assessment.

STRATEGIES:
1. Identify alternative funding sources including corporate sponsorship.
2. Assist the Arlington Education Foundation in developing alternative funding sources.
3. **Coordinate the financial planning with the Facility Plan that is developed.**

GOAL AREA: COMMUNITY ENGAGEMENT

GOAL: Maximize transparent communication by providing meaningful feedback and input opportunities toward continuous improvement efforts to strengthen family, school, and community partnerships.

OBJECTIVES:
1. APS will enhance our communication process to inform and engage stakeholders in our community.
2. APS will develop outreach opportunities that reinforce learning and engage the community in support of all educational and extracurricular endeavors.

STRATEGIES:
1. Examine current practices to promote periodic community engagement session(s).
2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.
3. Provide education and training for parents and guardians to promote school readiness.
4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.
5. Increase the social media presence of the district.

GOAL AREA: FACILITIES

GOAL: Provide up-to-date facilities to allow for continuous improvement and benefit to students in educational and extracurricular 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.
4. APS will collaborate with the Washington County Agricultural Society and the Village of Arlington and other external entities to most effectively use shared space(s).

STRATEGIES:
1. Evaluate and implement recommendations from the safety committee.
2. Examine existing transportation program and plan for future comprehensive needs.
3. Maximize the use of energy efficient technology to address financial challenges.
4. Develop a plan of action that is responsive to the Educational and Facility Planning Needs obtained in consort with DLR.

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 identified schools* at each grade level in reading, math, and science utilizing a 5-year average.
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 enrollment).*
3. Maintain cohort graduation rates of 94% or higher.
4. APS will assist students in transitioning from secondary education into careers and/or post-secondary studies.
5. Identify ways in which we can enhance students knowledge and exposure to emerging technologies and technical career opportunities.

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STRATEGIES:
1. Develop and articulate curriculum that is aligned with state standards and **with the *Nebraska Standards for Career Ready Practice: Preparation for College and Career* into all courses.**
2. Practice data-informed program and instructional planning in the implementation of Multi-Tiered Support System.
3. Continue to implement the Arlington Instructional Model based on the Marzano Framework.
4. Implement a revised evaluation tool aligned to the Arlington Instructional Model.
5. *Implement a district-wide (common) formative assessment system where data analysis informs instruction to ensure student achievement growth.*
6. Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.

7. Develop, articulate, and deliver a comprehensive secondary curriculum to assist students in transitioning from secondary education into careers and/or post-secondary studies.
8. Identify social, emotional, and behavioral support systems for students and staff.
9. **Research learning management systems and make a decision on system to implement across the district. (??? are we ready, do we have time, biting enough off with new evaluation system, wait a year??)**
10. **Research and add technology based courses and extra-curricular opportunities.**

Adult/Student Ratio Core Instruction
(Reading, Writing, Math, Science, Social Studies)

	Students	Adults	Ratio
Kindergarten	48	5	10/1
First Grade	48	4	12/1
Second Grade	44	3	15/1
Third Grade	54	4	14/1
Fourth Grade	53	4	13/1
Fifth Grade	55	3	18/1
Sixth Grade	44	2	22/1

Other Certified Staff: 4.5 FTE (3 FTE Special Education, .5 FTE Interventionist, 1 FTE Title)

Other Adult Staff: 1 FTE HAL Para

Totals	346	29.5	12/1

Data Regarding Student Performance Goal – Strategy 8

Graduation Rate:
15-16 97.44
16-17 100
17-18 98.11

Students Completing Pathways (can only qualify in one pathway)
15-16 34
16-17 36 (education classes did not register this year)
17-18 48

Dual Enrollment Numbers
Class of 2016: 79% of graduating seniors had at least one class (3 college semester credits) for a total of 340 credits with an average of 11.3 credits. The highest total was 33 credits

Class of 2017: 74% of graduating seniors had at least one class (3 college semester credits) for a total of 429 credits with an average of 12.6 credits. The highest total was 30 credits

Class of 2018: 71% of graduating seniors had at least one class (3 college semester credits) for a total of 538 credits with an average of 16.8 credits. The highest total was 40 credits

Board team responsibility or superintendent?

In any team effort, each member of the team has assigned responsibilities. On the best teams, the players know their own assignments well and allow each other to carry out assignments without interference.

As a board-superintendent team, discuss the responsibility areas on the chart below and make a decision about which part of your team has Primary responsibility (P), which has a Contributing responsibility (C), and which has No responsibility (-).

B&A's recommendations are in parentheses on the chart, but your answers should reflect the way your team works best.

For example, look at board and superintendent responsibilities for setting "Annual Goals." Here's how you might divide the responsibilities:

Planning goals is assigned to the superintendent.

The administrator knows the workings and history of the school. The superintendent asks board members to contribute to the planning process.

The approval of annual goals is primarily the responsibility of the board. The superintendent has no approval responsibility.

Implementing annual goals — the day-to-day operations of the school — is the primary responsibility of the superintendent. The board has no responsibility and should only be involved at the superintendent's request.

The review of goals is also the primary responsibility of the superintendent, but the board has a contributing responsibility to evaluate how effective those goals have been in meeting the mission of the school. ■

		Board	Superintendent
Annual Goals	Plan	(C)	(P)
	Approve	(P)	(-)
	Implement	(-)	(P)
	Review	(C)	(P)
Annual Operating Budget	Plan	(C)	(P)
	Approve	(P)	(C)
	Implement	(-)	(P)
	Review	(C)	(P)
Long-Term Goals	Plan	(C)	(P)
	Approve	(P)	(C)
	Implement	(-)	(P)
	Review	(P)	(C)
Superintendent Succession	Plan	(P)	(C)
	Approve	(P)	(C)
	Implement	(P)	(C)
	Review	(P)	(C)
Operational Effectiveness	Plan	(C)	(P)
	Approve	(P)	(C)
	Implement	(-)	(P)
	Review	(P)	(C)