Albemarle County Public Schools

STRATEGIC PLAN
Learning for All

ADAPTABILITY

ANTI-RACISM

COMMUNICATION

CREATIVITY

CRITICAL THINKING

EMPATHY

LEARNER'S MINDSET

SOCIAL JUSTICE AND INCLUSION

Content

Executive Summary

Below is an overview of the three goals of the ACPS strategic plan – Learning for All. Though this summary doesn't displace a dedicated reading of the document, it can orient you to how the three goals of the plan relate to each other.

The three goal areas of the strategic plan can, in some ways, be seen as concentric circles. The anti-racism mission of the division cuts through all of these goals, as well. The first goal area – Thriving Students – is arguably the main goal of the plan. It is why the school division exists – for the supporting and facilitating the "Whole Child" success of the students, as represented by the competencies of ACPS's Portrait of a Learner: adaptability, anti-racism, communication, creativity, critical thinking, empathy, learner's mindset, social justice and inclusion. Strengths of heart, mind, and will are all reflected in these competencies.

The first goal – Thriving Students – will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps. Emphasizing networks of care, high expectations, and student curiosity constitute the major levers for realizing this goal. Sample strategies to carry out these intentions include the provision of a guaranteed and viable curriculum, culturally responsive teaching, and the recognition that academic requirements need to allow space and time for students to pursue other interests outside of school.

The second goal encasing the first goal – Affirming and Empowering Communities – is about strengthening the social context of the environment in which ACPS community works. When we embolden the ACPS community members and the ties that bind them to one another, there is little we can't achieve together for the benefit of our students. Affirming and empowering communities means developing a culturally responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community. Examples of strategies to carry out this goal include removing barriers for participation in programs, implementing social-emotional curriculum, and identifying community partners to help increase adult education enrollment.

The final goal surrounding the first two – Equitable, Transformative Resources – concerns the intentional flow of critical, equitably distributed human, financial, technological, and other resources to the students and teachers for transformative learning to take place. Getting the right resources get to the educators and students for their teaching and learning is key for our success. Samples of this work include implementing a highly competitive compensation structure, developing long range plans for addressing over-crowding issues, and initiating an education foundation for equitably funding supplemental school budgets.

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Vision, Mission and Values

VISION

Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society.

MISSION

Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds.
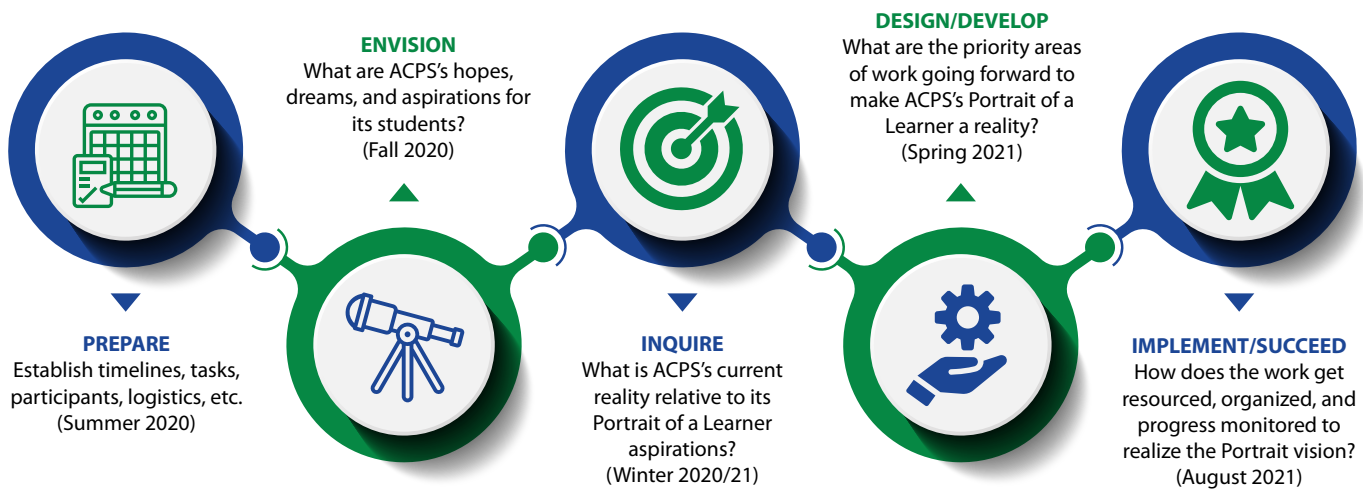
We will know every student.

VALUES

- **Equity** - We will provide every student with the level of support necessary to thrive.
- **Excellence** - We will mitigate barriers and provide opportunities for every student to be academically successful.
- **Family and Community** - We will engage with and share the responsibility for student success with families and community partners.
- **Wellness** - We will support the physical and emotional health of our students and staff.

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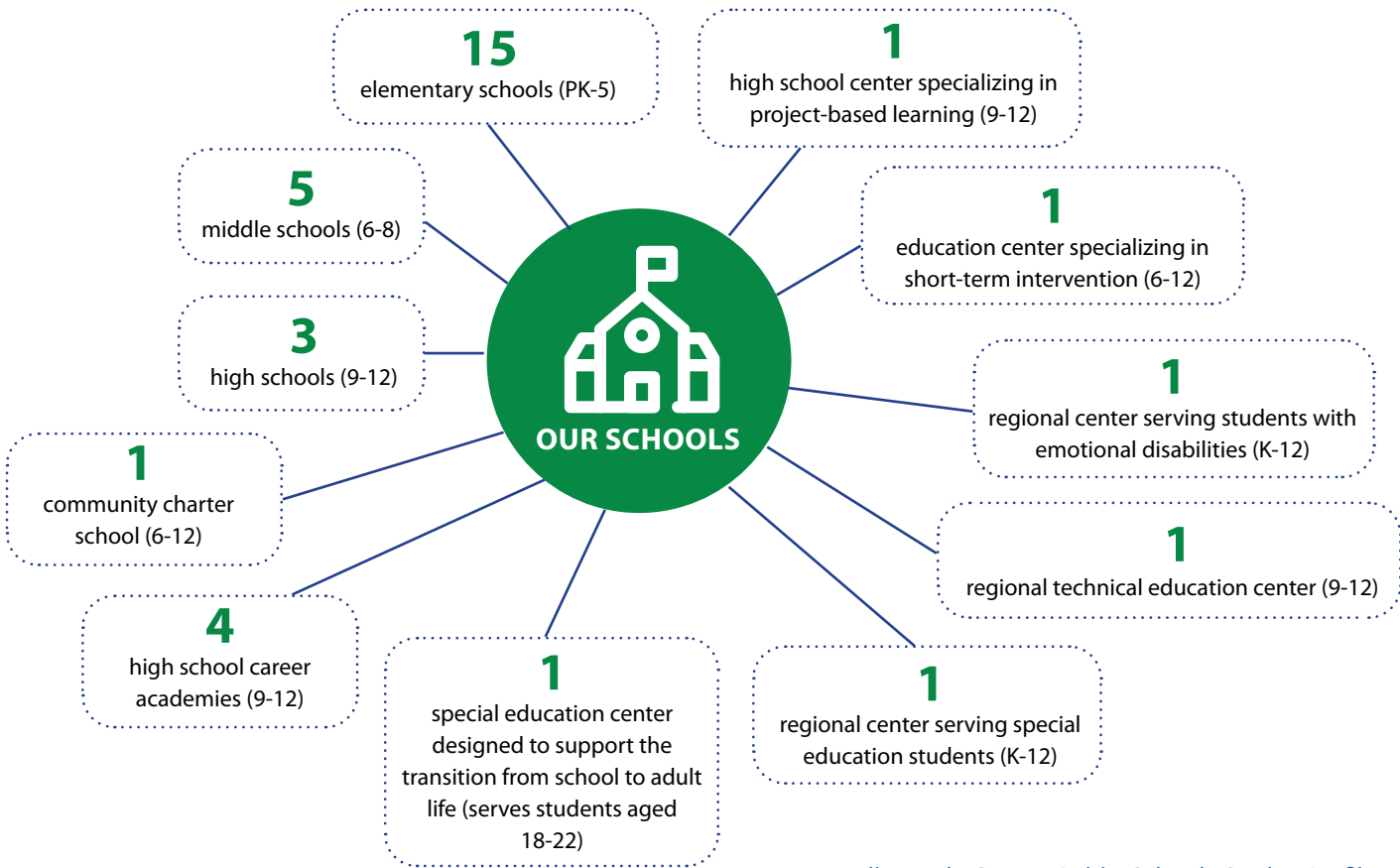
Our Process

ACPS internal and external community members developed our vision for our future: ACPS's Portrait of a Learner, which serves as our North Star for our strategic plan. This process began in February 2020 and concluded during the summer 2021. *Learning for All* had over 90 ACPS stakeholders participate in its development - community members, parents, educators, and students. As part of this process, we investigated our current state and identified our priorities that will help our Portrait come to life. From these priorities, we developed and refined goals and strategies through a thorough vetting process, using stakeholder feedback to guide all along the way.

ENVISION
What are ACPS's hopes, dreams, and aspirations for its students?
(Fall 2020)

DESIGN/DEVELOP
What are the priority areas of work going forward to make ACPS's Portrait of a Learner a reality?
(Spring 2021)

PREPARE
Establish timelines, tasks, participants, logistics, etc.
(Summer 2020)

INQUIRE
What is ACPS's current reality relative to its Portrait of a Learner aspirations?
(Winter 2020/21)

IMPLEMENT/SUCCEED
How does the work get resourced, organized, and progress monitored to realize the Portrait vision?
(August 2021)

Division Background

Albemarle County Public Schools (ACPS) serves nearly 14,000 students in preschool through Grade 12 in Albemarle County, Virginia, the sixth largest county by area in the Commonwealth of Virginia. A diverse locality of 726 square miles in the heart of Central Virginia, Albemarle County is a blend of primarily rural, but also suburban and urban settings.

OUR SCHOOLS

15 elementary schools (PK-5)

5 middle schools (6-8)

3 high schools (9-12)

1 community charter school (6-12)

4 high school career academies (9-12)

1 special education center designed to support the transition from school to adult life (serves students aged 18-22)

1 high school center specializing in project-based learning (9-12)

1 education center specializing in short-term intervention (6-12)

1 regional center serving students with emotional disabilities (K-12)

1 regional technical education center (9-12)

1 regional center serving special education students (K-12)

[Albemarle County Public Schools Quality Profile](#)

OUR EMPLOYEES

1,342 teachers (including classroom teachers, speech pathologists, school counselors, instructional coaches, and librarians)

69% hold advanced degrees
2% are National Board Certified
Average years of teaching experience: **14**

1,172 classified employees (including school and department leadership, teaching assistants, bus drivers, custodians, maintenance, food service staff, office associates, human resources, and other support staff)

OUR STUDENT ENROLLMENT, 2020-21:

All Students: 13,532 (Grades PK-12)

Economically Disadvantaged: 31.7% (4,287 students)

English Learners: 10.1% (1,361 students)

Students with Disabilities: 12.4% (1,677 students)

INTERNATIONAL DIVERSITY AT OUR SCHOOLS:

Countries of Origin: 95

Home Languages Spoken: 75

OUR GRADUATING CLASS OF 2020:

Students Earning an Advanced Studies Diploma

- Division: 62.5% (previously 64%)
- State: 51.8% (previously 51.5%)

On-Time Graduation Rate (Four-Year Cohort)

- Division: 93.3%* (previously 94.4%)
- State: 92.3% (previously 91.5%)

  Due to the COVID-19 pandemic, reporting for on-time graduation was delayed at two of our high schools. The on-time graduation rate posted here reflects updated reporting and will not match state data.

Dropout Rate

- Division: 4.6% (previously 4.1%)
- State: 5.1% (previously 5.6%)

Post-Graduation Plans (Self-Reported)

- Continuing education, military, employment, or another endeavor: 13.9% (132 students)
- 2-year college: 24.8% (236 students)
- 4-year college: 61.3% (583 students)

ADVANCED PROGRAMS PARTICIPATION, 2019-20:

- Advanced Placement (AP) Test Taken: 11.94% of high school students (previously 22.94%)
- AP Course Enrollment: 37.15% of high school students (previously 37.17%)
- Dual Enrollment: 21.15% of high school students (previously 21.84%)

DATA SPOTLIGHT:

Average number of meals served daily, including breakfast and lunch (Stage 3): 7,758

School bus miles traveled daily (Stage 3): 14,109, including 2,732 for meal delivery

Average Class Size (Source: 2020-21 Class Size Report)

- Elementary – 17.88
- Middle – 20.3
- High – 20.9

Student-to-Computer Ratio:

- 1:1 with tablets for Grades K-2
- 1:1 with laptops for Grades 3-12

Children served by our Families in Crisis Program, 2019-20: Approximately 300

  (Note: About 100 fewer children were served in 2019-20 than in the previous school year. We attribute the reduction to the COVID-19 pandemic, schools closing in March 2020, and suspended evictions and foreclosures.)

OUR BUDGET SNAPSHOT:

Operating Budget (Adopted)

- 2020-2021: $193,741,120
- 2019-2020: $195,478,605
- 2018-2019: $186,800,503

Per Pupil Expenses (Adopted)

- 2020-2021: $13,609
- 2019-2020: $14,234
- 2018-2019: $13,635

Letter from Dr. Haas

I am very happy to announce that Albemarle County Public Schools is launching a new strategic plan, entitled *Learning for All*, which will guide our school division over the next five years. This plan represents a collective, local vision that articulates our community's hopes for all of our students. It charts a path for ACPS to provide our students with an educational experience that prepares them to be lifelong learners and to make positive contributions to society, while they are our students and in the future. It helps prepare the leaders who will make it possible for each of us to benefit from a more equitable, inclusive and prosperous world.

Under the direction of Dr. Patrick McLaughlin, Chief of Strategic Planning, this process was a collaboration between our students, employees, families and community. Our objective was to have an innovative and comprehensive understanding of what is needed to resource and operate a school division that successfully addresses the needs of all students and promotes equity in a profound and measurable way. We consulted with Battelle for Kids, a highly respected national, not-for-profit organization skilled in advising school divisions across our nation in strategic planning, to make sure that we were using the best nationally-recognized methods for this kind of work.

The first step in the development of our plan was to draft a division-wide *Portrait of a Learner*, which would serve as a foundation for the rest of the plan. The *Portrait* comprises eight competencies that answer the questions, "What are our brightest hopes for our students?" and "What knowledge and skills do our students need to thrive in a complex and rapidly-changing world?" With the help of over 100 community members reflecting a wide range of perspectives about future school division goals and priorities, the result was a document that captures a desire for ACPS students to possess the competencies of adaptability, anti-racism, communication, creativity, critical thinking, empathy, a learner's mindset and social justice and inclusion.

With these competencies in mind, our next step was to convene an intersectional group of students, employees, families and community members to identify the goals, objectives and strategies that would ultimately make up the strategic plan. ACPS staff then served as a dedicated deliberative team to draft the plan's language and vet the details to ensure that the plan was aligned with our existing division priorities, such as our Anti-Racism Policy.

Finally, we invited all students, employees, families and community members to review a draft of the plan with us and give as much feedback as possible so that we could fine tune our work and be sure the plan accurately reflected their needs and aspirations. As a result of this process, we have a new vision —"Our learners are engaged in authentic, challenging, and relevant learning experiences, becoming lifelong contributors and leaders in our dynamic and diverse society" – and a new mission statement: "Working together as a team, we will end the predictive value of race, class, gender, and special capacities for our children's success through high quality teaching and learning for all. We seek to build relationships with families and communities to ensure that every student succeeds. We will know every student" Our values - equity, excellence, family and community, and wellness - will serve as the four pillars of a high-quality educational system.

The result of this work is a strategic plan that will enhance our ability to have a meaningful impact on the students and communities that we serve in ways that they really feel. It will help us end the predictive value of race, class, gender, and special capacities for our children's success, making us all stronger. It will help us build relationships that will make us better at understanding each other's needs and seeing each other's perspectives. That will make us all stronger too.

—Dr. Matthew Haas, Superintendent

Letter from Graham Paige

One of the great pleasures that I have as Chair of the Albemarle County School Board is the opportunity to share news of the division's innovations and accomplishments. These occasions matter because they mean progress for our students and employees, offer new ways to attain success and excellence and create a stronger community. And so, I am proud to be a part of the launch of the new Albemarle County Public Schools strategic plan, *Learning for All*.

This plan is the result of more than a year of collaboration between our students, staff, families and our surrounding community, and it promises new perspective and fresh ambition. This new perspective comes from the breadth of voices that contributed to the plan. This fresh ambition comes from the mission itself: that Albemarle County Public Schools will end the predictive value of race, class, gender, and special capacities for our children's success.

The plan focuses on:

Thriving students. Above all, our work is about seeing our students reaching their greatest potential while maintaining wellness and finding their passions.

Affirming and empowering communities. To move the plan forward, we will depend on our entire ACPS community. We will need talented, committed people from diverse backgrounds to be our partners and to share our vision for our learners.

Equitable, transformative resources. We cannot accomplish any of our goals without the best staff and resources available.

Many action plans will emerge from these goals. Guided by this document, our employees will develop and implement plans for specific programs and the metrics that will be used to assess their effectiveness. We will continually evaluate how well these actions lead to the achievement of goals and we remain accountable to our stakeholders for the progress we are making in realizing our vision.

Thank you for your continued dedication to engaging our learners in authentic, challenging, and relevant learning experiences. With your partnership, Albemarle County Public Schools will help them become lifelong contributors and leaders in our dynamic and diverse society.

—Mr. Graham Paige, Albemarle County School Board Chair

Portrait of a Learner

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PORTRAIT OF A LEARNER

ADAPTABILITY

Learn new skills and behaviors quickly in response to new conditions. Work effectively in a climate of uncertainty and changing priorities. Showquickness in thoughts and actions. Respond productively to feedback, praise, setbacks, andcriticism. Understand, negotiate, and balance diverse views and beliefs to reach workable solutions.

ANTI-RACISM

Possess increased awareness of the dynamics between, race, power and privilege. Ability to speak out and challenge acts of racism. Maintain healthy cross-racial relationships with peers and school staff.

COMMUNICATION

Express thoughts and ideas using oral, written, and nonverbal skills in a variety of forms and contexts. Listen effectively to interpret meaning, including knowledge, values, attitudes, and intentions. Exchange ideas for a range of purposes, paying attention to the needs and characteristics of your varied audiences.

CREATIVITY

Demonstrate originality, imagination, and new ways of thinking about things and solving problems. Connect ideas that may not have been connected previously or connect them in new ways.

CRITICAL THINKING

Make reasoned judgements that are well thought out. Seek to improve the quality of understanding by analyzing, assessing, and reconstructing information. Apply disciplined intellect that is clear, rational, open-minded, and informed by evidence.

EMPATHY

Value and engage diverse cultures and perspectives. Inquire about, understand, and appreciate what others are thinking, feeling, and experiencing. Use this knowledge to nurture relationships, improve conditions, further equity, and promote inclusivity.

LEARNER'S MINDSET

Embrace curiosity to experience new ideas. Possess the desire to learn,unlearn, and relearn. Develop positive attitudes and beliefs about learning. Believe that learning is growing, and doesn't always happen sequentially, linearly, and/or predictably.

SOCIAL JUSTICE AND INCLUSION

Uphold a commitment to equity, diversity, and inclusion and the view that everyone deserves equal economic, political, and social rights and opportunities. Promote equitable participation of all groups while seeking to address and acknowledge issues of oppression, privilege, and power. Nurture an ability to navigate and critique dominant narratives and systems.

Strategic Plan Goals

GOAL 1

THRIVING STUDENTS

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

GOAL 2

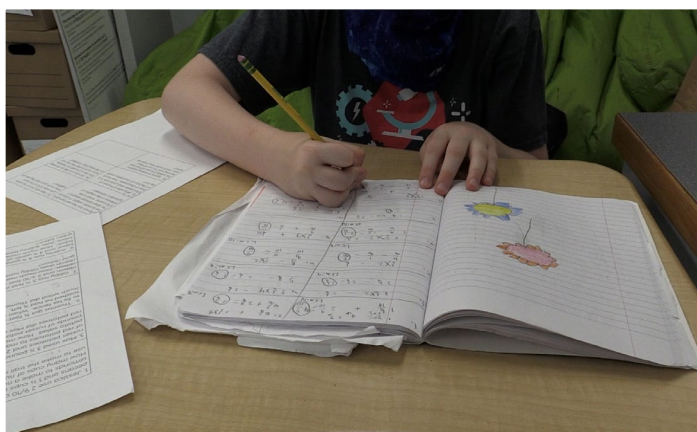### AFFIRMING AND EMPOWERING COMMUNITIES

ACPS commits to developing a culturally responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.

GOAL 3

EQUITABLE, TRANSFORMATIVE RESOURCES

ACPS will attract, develop and retain the highest quality staff; develop sustainable and modern facilities, infrastructure and equipment; and distribute all resources in an equitable manner to transform learning experiences and opportunities.

ACPS Strategic Plan

GOAL 1: THRIVING STUDENTS

ACPS will facilitate learning experiences grounded in high expectations, networks of care, and student curiosity to ensure academic and social-emotional development for all students while eliminating opportunity, access, and achievement gaps.

(1) OBJECTIVE 1:

ACPS will ensure that each student is supported to achieve their best.

STRATEGIES

Strategy 1: ACPS will create a guaranteed and viable curriculum that guides the implementation of deeper learning and engagement, develops the competencies included in the Portrait of a Learner, and includes a division common assessment system. The curriculum will contain curriculum maps for core content areas from kindergarten through 12th grade based on the Virginia Standards of Learning. These maps will be accompanied by basic pacing charts aligned with the check-points provided by common assessments.

Strategy 2: ACPS will ensure Culturally Responsive Teaching practices are implemented in all classes and learning environments by adapting observational tools for formal and informal observations that are aligned with culturally responsive practices.

Strategy 3: ACPS will ensure that every student participates in at least one student led conference each year.

Strategy 4: ACPS will implement comprehensive school improvement support teams with representatives from all relevant departments (i.e. instruction, equity, etc.).

Strategy 5: ACPS will Implement VDOE and Board adopted curriculum and resources with fidelity. For example, Being a Reader, Math Investigations, and Reframing the Narrative.

Strategy 6: ACPS will provide grade level appropriate technology experiences aligned with the state's technology SOL standards.

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OBJECTIVE 1 SUCCESS MEASURES

✪ SOL's—Achievement gaps closed and results better than state averages.

✪ AP Test Performance—Results better than national averages. Enrollment matches demographics

✪ Dual Enrollment—enrollment matches demographics

✪ Course Grades—Reduction in course failures year over year, proportional rates for all groups

✪ National Student Clearinghouse (tracks post-secondary education status for up to 8 years after graduation)—ACPS students earn degrees at rates higher than national averages.

✪ 100% of students completing a student led conference each year

✪ Proportion of learning walks demonstrate CRT practices in place increase each year

✪ Proportion of students mastering reading skills as articulated in the Being a Reader curriculum displayed in equity table format for each school

✪ Proportion of students mastering math skills as articulated in the Math Investigations curriculum displayed in equity table format for each school.

✪ Proportion of PLC teams moving up on seven stages of PLC tool increases each year

✪ Develop, implement, measure and report on technology competencies for learning based on the SOL standards.

② OBJECTIVE 2:

ACPS will develop structures that support students' academic mental health for both proactive and intervention purposes. We will ensure that academic time demands placed on students allow them adequate time to pursue their personal interests, including enrichment activities, life-long learning and career goals.

STRATEGIES

Strategy 1: ACPS will implement a standards based reporting system.

Strategy 2: ACPS will ensure academic requirements allow students time to pursue interests outside of school.

Strategy 3: ACPS will investigate the value of implementing a seven academic period day with one additional period for enrichment in high schools. The additional period would contain the Freshman Seminar and escalated versions of it for upper grades.

Strategy 4: ACPS will increase the number of students receiving course credit via alternative pathways as outlined in Board policy IKFD.

Strategy 5: ACPS will implement an embedded digital citizenship curriculum by grade level to promote the balanced and healthy use of technology for student success.

OBJECTIVE 2 SUCCESS MEASURES

✪ Nationally normed survey tool such as Gallup or Panorama, with results indicating levels of satisfaction above national results

✪ Homework policy survey results indicate strong compliance to the policy

✪ Monitor and report the number of mental health referrals from school counseling offices and school nurses

✪ Reduction in the number of high school students enrolling in study hall reported to the Board by school

✪ Yearly increase in the number of credits awarded via alternative path to credit reported to the Board by school

✪ 100% of students reporting an understanding of digital citizenship on the annual Speak Up Survey

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OBJECTIVE 3:

ACPS will increase student engagement in their own learning, in the school culture, and in student governance.

STRATEGIES

Strategy 1: ACPS will develop learning pathways that align with Virginia's career pathways, with exposure to career pathways beginning in elementary school.

Strategy 2: ACPS will expand extracurricular offerings based on student interest and increase the number of student led organizations. Participation in these activities will reflect division demographics.

Strategy 3: ACPS will ensure that all students in each grade band (K-5, 6-8, 9-12) participate in at least one interdisciplinary, Project Based Learning experience focused on a community issue.

Strategy 4: ACPS will develop and implement a set of guaranteed field experiences for all grade-levels

OBJECTIVE 3 SUCCESS MEASURES

✪ Record and report the number of student volunteer/activism hours, numbers should increase each year

✪ Increase in the number of students participating in work-based learning program

✪ Equity table for students selecting and completing learning pathways reflects division demographics

✪ Nationally normed survey tool such as Gallup or Panorama, with results indicating levels of satisfaction and engagement above national results

✪ Increase in extracurricular offerings/student led organizations

✪ Student survey data reflects that all students can pursue an area of interest through the school system

✪ % of students participating in extracurricular activities reflects division demographics

GOAL 2: AFFIRMING AND EMPOWERING COMMUNITIES

ACPS commits to developing a culturally responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.

1 **OBJECTIVE 1:**

Foster Culturally Responsive Environments that affirm the identities and life experiences of all stakeholders.

STRATEGIES

Strategy 1: ACPS will ensure that all licensed staff members earn a Culturally Responsive Teaching micro-credential or certification within their first three years in ACPS (new staff) or by 2026 for teachers under contract as of the 2020-2021 school year.

Strategy 2: ACPS will ensure that all non-licensed staff are trained to increase cultural awareness competencies.

Strategy 3: ACPS will collaborate with the community to fully implement the division Anti-racism policy and report progress to the Board annually through the annual Anti-Racism Policy Report

Strategy 4: ACPS will cultivate and maintain partnerships with local organizations such as the African-American Teaching Fellows to support increased diversity of our teaching corps.

Strategy 5: ACPS will remove all barriers to participation in ACPS programs including programs with competitive applications and limits on participation and will actively recruit minority and other underserved populations into student programs.

Strategy 6: ACPS will develop school equity dashboards to monitor progress toward closing equity and achievement gaps.

OBJECTIVE 1 SUCCESS MEASURES

✪ Nationally normed survey tool, such as Gallup or Panorama, with results indicating levels of satisfaction above national results

✪ Participation rates in division programs improve to reflect the student population

✪ Percentage of staff CRT credentialed increases to 100% by 2026

✪ Staff demographic comparisons with the student body become proportionate by 2026

✪ The annual Anti-Racism Report reflects full implementation of the anti-racism policy by 2026

✪ School equity dashboards show decreasing gaps year over year

(2) OBJECTIVE 2:

Affirming and Empowering Communities: ACPS commits to developing a culturally responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.

STRATEGIES

Strategy 1: ACPS will adopt, implement and measure the effectiveness of an SEL curriculum, including Responsive Classroom and Developmental Designs, in grades K-12.

Strategy 2: ACPS will convene a student representative committee to lead the expansion and improve student representation of extracurricular/co-curricular activities and increase opportunities for interaction between schools.

Strategy 3: ACPS will continue to develop division staff wellness and recognition programs.

Strategy 4: ACPS will diversify and cultivate community partnerships that provide families with support services.

Strategy 5: ACPS will research the feasibility of implementing an intramural student activity program.

OBJECTIVE 2 SUCCESS MEASURES

✪ Increase in staff wellness program participation rates

✪ Division health insurance claims decreasing over time

✪ Nationally normed survey tool such as Gallup or Panorama

✪ DESSA identification at or below national norms

✪ Increase in partnerships with organizations providing family support services

✪ Participation rates in intramural sports program

✪ Increase in the number of opportunities to interact with students from other schools

✪ Responsive Classroom and Development Design audits show fidelity of implementation

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3 **OBJECTIVE 3:**

Actively empower all stakeholders, including those without children in our schools, to engage in our school community, through effective communications and community engagement strategies.

STRATEGIES

Strategy 1: ACPS will implement a new multi-lingual communications platform to increase community engagement.

Strategy 2: Create advisory groups for untapped populations that meet and report regularly to the Superintendent's Cabinet and/or the School Board, such as a Latino Community Advisory Council.

Strategy 3: ACPS will identify and create community partnerships that increase diversity of adult education enrollment.

Strategy 4: ACPS will create systems to expand the number and diversity of school volunteers.

Strategy 5: Increased use of media outlets of which English is not the primary language.

Strategy 6: Engage neighborhoods by arranging for division and School Board leaders to meet with families in their neighborhoods multiple times each year.

OBJECTIVE 3 SUCCESS MEASURES

✪ New advisory groups are created and members report having an authentic voice in the school division

✪ Percentages of community members accessing messages and web pages show steady increases

✪ Demographic response rate to division surveys increases to match division demographics

✪ Adult education and volunteer demographics increase and match division demographics

✪ Parent engagement tools (such as Panorama) show all demographic groups level of satisfaction is at or above national results

✪ Placements of news releases, messages, interviews and advertisements in media outlets of which English is not the primary language increases each year

✪ Number of neighborhood visits by division and School Board leaders increases each year

GOAL 3: EQUITABLE, TRANSFORMATIVE RESOURCES

ACPS will attract, develop and retain the highest quality staff; develop sustainable and modern facilities, infrastructure and equipment; and distribute all resources in an equitable manner to transform learning experiences and opportunities.

1 OBJECTIVE 1:

Attract, develop and retain the highest quality staff.

STRATEGIES

Strategy 1: ACPS will implement a total compensation structure that makes us highly competitive compared to other employers.

Strategy 2: ACPS will revamp the Teacher, Support Staff, and Administrative Performance Appraisal so that they align annually with school and departmental improvement plans and encourage growth and support.

Strategy 3: ACPS will research, develop, and stand-up an Employee Services department that functions solely for the Albemarle County Public Schools Division.

Strategy 4: ACPS will create a Division marketing strategy that aligns with the new strategic plan that sets our system apart and makes us attractive to candidates.

Strategy 5: ACPS will convene employee forums to learn how work conditions can continue to improve.

Strategy 6: ACPS will develop a recognition program tied to our mission for educators and support staff.

OBJECTIVE 1 SUCCESS MEASURES

✪ Increase in the year-over-year number of highly qualified candidates applying for positions

✪ Identify current retention rate and improve the rate each year

✪ Develop an equity dashboard for retention rates so that no groups are leaving at disproportionate rates

✪ New Employee Services department is operational

✪ Decrease in number of unfilled positions year over year

✪ Salary not identified as a reason for departure form division

✪ Employee satisfaction levels stay ahead of national trends on nationally normed satisfaction survey (such as Gallup)

✪ Number of participants in employee forums each year increases

② OBJECTIVE 2:

Develop modern and environmentally sustainable facilities, infrastructure and equipment.

STRATEGIES

Strategy 1: ACPS will develop long range plans to address anticipated overcrowding issues.

Strategy 2: ACPS will partner with the local government to align and overlap strategies to fully fund capital projects.

Strategy 3: ACPS will develop and implement a criteria and cycle for renovations and improvements to ensure equitable and contemporary facilities as well as sustainable practices.

OBJECTIVE 2 SUCCESS MEASURES

✪ Any school over 95% capacity has a mitigation plan in development to address capacity issues

✪ All buildings meet modernization standards

✪ Our buildings reduce carbon emissions

✪ Increasing percentage of capital requests funded each year

③ OBJECTIVE 3:

Provide resources in an equitable manner that transforms learning experiences and opportunities for all students

STRATEGIES

Strategy 1: ACPS will provide operational infrastructure that removes barriers and promotes access to all division programs for all students.

Strategy 2: ACPS will remove transportation as a barrier to participation in any division program.

Strategy 3: ACPS will begin an education foundation which includes a goal of equitably funding supplemental school budgets.

Strategy 4: ACPS will develop a staffing standard for all positions in ACPS and staff to the standard, and ensure that staffing is aligned to the goals of the strategic plan.

Strategy 5: ACPS will develop a process to assign staff with demonstrated successful outcomes to students in the most need.

Strategy 6: ACPS will ensure each learning space, teacher, and student has the established baseline digital resources for effective instruction and learning.

OBJECTIVE 3 SUCCESS MEASURES

✪ More students participate in curricular, co-curricular, and extra-curricular programs as a result of greater access to programs

✪ Students have more choices for in-school and after-school programs because of greater access

✪ Supplemental funding audit shows equitable distribution of funds to all schools

✪ Monitor staffing standards to ensure fidelity to the standard

✪ Class size report shows decreasing numbers of oversized classes

✪ Each grade level K-5 and content area 6-12 will have the defined and vetted baseline technology hardware and resources as evidenced by data published on the Division website

✪ Develop and abide by replacement cycles for all computer technology hardware and software

Thank you

We are grateful to the teachers, parents, students, and community members who collaborated with us to develop our Portrait of a Learner and Strategic Plan.

PORTRAIT DESIGN TEAM

Jason Crutchfield	Eli Thornton
Beth Costa	Andrew Sime
Kristen Williams	Ashley Evans
Ashby Johnson	Laura Duckworth
Mark Green	Deanna Gould
Josh Walton	Melissa Collier
Harnavleen Saggi	Alex Bryant
Meyli Barragan	Johanna Ajex
William Trent, JR.	Diane Whaley
William Trent	Gigi Davis
Claudia Bendick	Janet Turner-Giles
James Walsh	Amanda Davis
Adam Seipel	Rickey White
Kailyn Gilliam	Jelani Simpson
Lillian Outland	Jake Gold
Erin Percival	Trevor Henry
Kate Durkee	Christine Koenig
Elena McIntosh	Christa Livermon
Amelia Bochain	Saniyah Bennett
Ashley Redmond	Anna Smith
Sara Hankins	Caroline Schuyler
Sarah Haas	Howard
Maureen Jensen	Shawn Wright
Helen Miller	Stefanie Herbert
Sarah Healy	Laila Barnes
Megan Wood	Sam McCune
Chastity Clements	Steven Turner
Rachel Rachau	Chris (John) Bunin
Ayanna Mitchell	Sarah Harris
Heather Lindsay	Alexis Mason
Miles Nelson	Emily Elliott
Emily Henry	Sheila Hoopmann
Charmane White	Saonee Sarker
Jamie Foreman	Meagan Maynard
Nick King	Andy Ulrich
Suzanne Fladd	Bill Mack
Kim Link	Kellie Oxley
Alison Soubra	Rowan Johnson
Stephanie Carter	Robin Albertson-Wren
Fred Claiborn	Christy Phillips
Sean Bradley	Lisa Walker
Asia Peart	Julianne Allen
Felicity Shantler	Kevin Anstine
Alden English	Laura Mellusi
Caitlin Boyd	Alex Moreno
	Carla Hallmann

STRATEGIC PLAN DESIGN TEAM

Adam Mulcahy	Kimberly Gibson
Adam Seipel	Kira Graf
Aiden Wood	Laura Mellusi
Alex Bryant	Layne Rickabaugh
Alexander Moreno	Lily Outland
Alexis Mason	Lindsay Snoddy
Alfred Toole	Marquell Woodson
Andrew Sime	Maya Macmillian
Andrew Ulrich	Maya Kumazawa
Ann Lawrence Grasty	Natalie Romero
Ashley Redmond	Olivia Kerrigan
Asia Peart	Patricia Demitry
Ayanna Mitchell	Paul Jones
Beth Costa	Paula Gately
B.J. Reid	Pheonix Claibourn
Bill Mack	Robert Gray
Caitlin Boyd	Robin Alberson-Wren
Carolyn Schuyler	Rosaura Gonzalez-Muniz
Caruso Brown	
Cate Hudtloff	Sara Beckham-Henry
Cathy VonStorch	Sheila Hoopmann
Christa Livermon	Sherica Jones-Lewis
Christie Isaiah	Siobhan Saul
Darci Palmer	Suzanne Fladd
David Foreman	Taylor Crumbly
Deandra McDonald	Tegan Scroggs
Diane Gibbs	Teresa Tyler
Elena McIntosh	Tilden English
Elizabeth Valtierra	Trish Moya
Emily Elliott	Veronica Espinosa
Gigi Davis	Wasif Mohi
Halle Brockett	William Schaffer
Harnvaleen Saggi	William Trent, Jr.
Howard Witt	
Janaya Mott	
Janet Turner-Giles	
Jennifer Lamm	
Jennifer Underwood	
Jessie Kerman	
Julianne Allen	
Karina Monroy	
Kate Howard	
Kathryn Durkee	
Kevin Anstine	
Kim Link	

WRITING TEAM

Angela Stokes
Catrina Sims
Chris Gilman
Daphne Keiser
Emily Elliott
Gene Osborn
Jamie Foreman
Kevin Kirst
Kimberly Ann Gibson
Lars Holmstrom
Lauren Hunt
Meredith Holmes
Michael Irani
Suzanne Fladd
Teresa Tyler
Wendy Eckerle

OTHER GROUPS

CABINET
Dr. Patrick Mclaughlin
Debora Collins
Dr. Helen Dunn
Dr. Bernard Hairston
Sissy Leatherwood
Dr. Patrick Mclaughlin
Dr. Christine Diggs
Ross Holden
Phil Giaramita

SCHOOL BOARD
Dr. Kate Acuff
Katrina Callsen
Judy Le
Graham Paige
Ellen Osborne
David Oberg
Jonno Alcaro
**Also held focus group meetings for the Portrait of a Learner and for the completed draft strategic plan, as well as put out a community survey

Glossary of Terms Used in Strategic Plan

IN ORDER TO ENSURE THAT OUR NEW STRATEGIC PLAN IS AS CLEAR AS POSSIBLE TO ANYONE WHO ACCESSES IT, WE OFFER THIS GLOSSARY OF TERMS FOR READERS' REFERENCE.

Academic mental health - refers to student mental health and specifically to the impact that course work has on a student's ability to lead a balanced life outside of school and have time to pursue personal interests

Access gap - a state in which all students do not have equal and equitable opportunities that allow them to take full advantage of their education

Achievement gap - differences in academic achievement between students, whether by racial or ethnic group, gender, socioeconomic status, English language learners, or students with special needs

Advanced Placement (AP) - refers to a nationally recognized program run by The College Board consisting of college-level work that students can access while still in high school through AP exams; through this program, students can earn college credit

Alternative pathways to course credit - opportunities to earn credit for a class through nontraditional means; for example, through work or volunteering with an organization

Anti-Racism Policy - a student-written Albemarle County Public Schools policy that considers all forms of racism as destructive to the ACPS vision, mission, values, and goals and strives to identify, challenge, and change the values, structures, and behaviors that perpetuate systemic racism

Capital projects - multi-year projects meant to expand, maintain, replace or improve upon a significant piece of physical property; a capital project is distinct from other ACPS projects as it is large in scale, high in cost, and requires considerable planning (examples: new construction, renovations and maintenance; school bus replacement; and technology replacement)

Carbon-neutral emissions - a state in which the operations of an organization or individual emit the same amount of carbon dioxide into the atmosphere that you offset by some other means; solar panels or geothermal HVAC systems reduce carbon emissions in school buildings

Career pathways/Virginia Career Pathways - the Career Clusters and related Career Pathways serve as an organizing tool for Virginia's schools and academies to develop more effective programs of study and curriculum; the Virginia Department of Education lists 17 national career clusters

Common assessments - standardized assessment, formative or summative, used across all grade levels or courses so that student progress can be compared across a school of school division

Culturally responsive teaching - instruction that draws on cultural knowledge, prior experiences, and frames of reference to teach to background and experiences of all students; instruction that understands diverse student learning styles

Digital citizenship - having the knowledge and skills to effectively use digital technologies in order to communicate with others, participate in society and create and consume digital content, leaving a positive digital footprint

Dual enrollment - courses taught in high schools that earn a student college credit in conjunction with a local community college

Devereux Students Strength Assessment (DESSA) - standardized, norm-referenced behavior rating scale that assesses social emotional competencies in students

Education foundation - non-profit philanthropic partner that supports a local school division(s)

Environmental sustainability - behaviors that ensure future generations have the natural resources available to live an equal, if not better, way of life as current generations

Equity - the provision of personalized resources needed for all individuals to reach common goals

Equity Dashboard - a metrics table that documents and monitors certain indicators that demonstrate disparities across student membership groups; this allows us to make adjustments to curricula, instruction and assessment practices, identifying best practices accordingly

Employee Services department - another name for a Human Resources Department

Field experiences - a learning experience that happens outside of the school (example:a trip to a museum or a live theater experience)

Freshman Seminar - an advisory course in high school meant to support freshman and help them build social-emotional skills

Guaranteed and viable curriculum - guaranteed: all students will be taught the same skills and concepts regardless of the teacher to whom they have been assigned;viable: the curriculum can be taught in the amount of time a teacher has to teach

Highly-qualified candidates - defined by federal law as a highly qualified teacher who is fully licensed by the state, has at least a bachelor's degree and has demonstrated competency in each subject taught; Virginia's licensure regulations emphasize content knowledge and thus require new teachers to far exceed the federal highly qualified standard.

Infrastructure - the resources necessary to operate a school division (examples: buildings, transportation, technology software and hardware)

Learning framework - research-informed models for course design that help instructors align learning goals with classroom activities, create motivating and inclusiveenvironments, and integrate assessment into learning

Learner's mindset - to embrace curiosity to experience new ideas;to possess the desire to learn, unlearn, and relearn; to develop positive attitudes and beliefs about learning; to believe that learning is growing, and doesn't always happen sequentially, linearly, and/or predictably;one of 8 ACPS Portrait of a Learner competencies

Networks of care - systems that ACPS puts in place to take care of the mental health of our students and staff (examples: human resources, staff, programs or other outside resources)

Opportunity gap - gap that exists between students in their ability to participate in division programs such as electives, field experiences or higher level courses

Performance appraisal - an annual evaluation for all staff members

Portrait of a Learner - the 8 competencies identified by the ACPS

community: Adaptability, Anti Racism, Communication, Creativity, Critical Thinking, Empathy, Learner's Mindset, and Social Justice and Inclusion

Professional Learning Communities (PLCs) - an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve

Project-based learning - teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge

Predictive value - refers to an ability to predict which student demographic groups are more likely to be successful according to both Virginia and Federally mandated and ACPS measures, based on historical trends and outcome patterns.

School improvement teams - teams of staff members that support individual schools in developing their school goals and ensuring alignment with the strategic plan as well VDOE accountability measures as indicated in School Quality Profiles

Social-emotional learning (SEL) - the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success

Standards-based reporting - reporting the mastery level of individual courses standards (learning targets) instead of simply using one overarching letter grade

Standards of Learning (SOLs) - expectations set by the Virginia Department of Education for student learning and achievement in grades K-12 in English, mathematics, science, history/social science, technology, the fine arts, foreign language, health and physical education, and driver education

Student-led conference - a conference with a family (often the head or heads of the household) led by a student rather than the teacher; the student discusses their work and established academic and social emotional goals

Total compensation structure - the benefits package in the Employee Services/Human Resources department that includes base pay, leave benefits, work-life balance, medical and dental insurance, etc.

Work-based learning - activities coordinated with local employers that give students exposure to the world of work.

FPO
Mailing Label