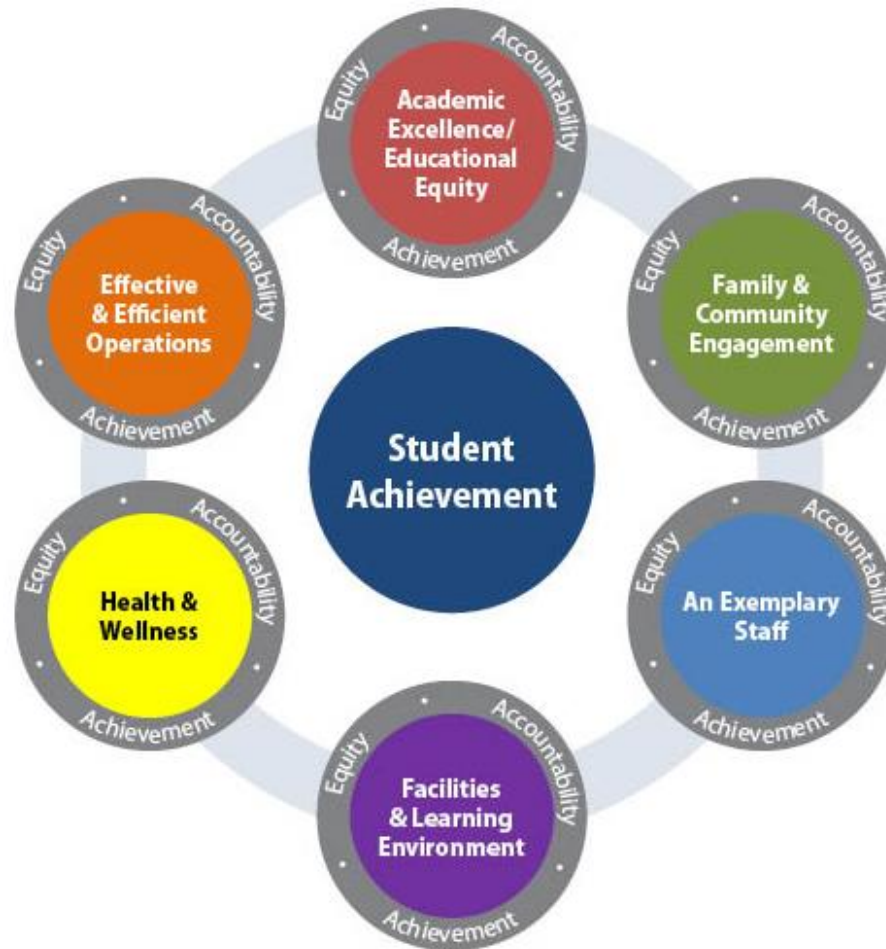


ACPS 2020: A Strategic Plan for Alexandria's Future



ACPS 2020: A Strategic Plan for Alexandria's Future

Mission*

Every student succeeds: Educating lifelong learners and inspiring civic responsibility.

Vision*

Our students achieve at high levels, are well-rounded, critical thinkers, and have a passion to learn.

ACPS has an engaging and collaborative climate that promotes ethical behavior and values diversity.

ACPS is a vital part of the fabric of our community, and Alexandria residents and businesses take pride in our schools.

Principles†

We Believe In Educational Excellence

We Believe In High Achievement for All

We Believe In a Culture of Collaboration

We Believe In Continuous Improvement and Accountability

We Believe In Environmental Stewardship

Goals

1. **Academic Excellence and Educational Equity:** Every student will be academically successful and prepared for life, work, and college.
2. **Family and Community Engagement:** ACPS will partner with families and the community in the education of Alexandria's youth.
3. **An Exemplary Staff:** ACPS will recruit, develop, support, and retain a staff that meets the needs of every student.
4. **Facilities and the Learning Environment:** ACPS will provide optimal and equitable learning environments.
5. **Health and Wellness:** ACPS will promote efforts to enable students to be healthy and ready to learn.
6. **Effective and Efficient Operations:** ACPS will be efficient, effective, and transparent in its business operations.

* Adopted by consensus of the Alexandria City School Board, July 10, 2014.

† [Adopted by the Alexandria City School Board, March 19, 2009.](#)



Strategic Plan Stakeholder Committee

May 6, 2015

TO: The Honorable Karen Graf, Chair, and
Members of the Alexandria City School Board

The members of the Strategic Planning Stakeholder Committee appointed on October 16, 2014, submit for your review the draft of ACPS 2020, a five-year strategic plan for Alexandria City Public Schools. The document before you represents a broad community consensus brought forth from public forums, community surveys, the engagement of civic organizations and the collective work of a diverse and passionate group of committee members representing every sector of the city. We were guided in assembling this draft by the laws of the State of Virginia, the guidelines of the Virginia Department of Education, and the policies of the Alexandria City School Board. We believe that when adopted, the Strategic Plan will advance the ACPS Mission requirement that *“Every student succeeds: Educating lifelong learners and inspiring civic responsibility.”*

In brief, the draft Strategic Plan sets forth aggressive goals and objectives in six major areas:

- Academic excellence and equity, with a focus on each and every child;
- Enhanced engagement between families, ACPS, and the community in educating students;

- Recruitment, support, and retention of an exemplary staff of education professionals;
- Optimal facilities and learning environments for every school population;
- The physical, social, and emotional health of public school students and staff;
- Efficient and effective business practices in ACPS schools and central office operations.

In creating these goals, the Committee was guided by the Vision and Principles of the School Board, and the platform it established for an equitable system of public education that effectively narrows gaps in achievement within Alexandria's student population. The plan was developed in partnership with members of the Superintendent's staff as “Goal Owners.” Their engagement in the process reflected the Committee's desire to see ACPS develop a culturally competent and collaborative staff and will help ensure that ACPS 2020 is implemented by people truly invested in the development of the strategies.

Careful reading of the draft Strategic Plan reveals that the Committee took seriously the community's desire for transparent decision-making and access to relevant, timely data on the state of our schools. In addition, it is clear that ACPS's community stakeholders seek personalized strategies aimed at helping individual students, rather than broad-based initiatives targeting groups of students. Concerns with educational equity and ensuring appropriate access to the curriculum dominated many public discussions, along with calls to break down the institutional barriers that reinforce disparity in the educational experience, particularly in the elementary and middle schools and during transitions between school levels.

The Committee heard these themes throughout the year as it examined data relevant to public education on current trends and conditions and performance standards from other public school

systems. In reviewing these trends, special efforts were made to gain input from every sector of the community, from students and parents, from families whose children have special needs, and from those in the community hit hardest by poverty and its consequences. The strategic design of ACPS 2020 reflects efforts by the Stakeholder Committee to distill this vast input into a five-year plan to improve student performance, the overall quality of public education, and the role of ACPS in the civic life and culture in Alexandria.

It is our recommendation that you, the members of the School Board, recognize this draft as merely the starting point for additional collaborative work with the Superintendent and the ACPS senior leadership team. Significant work remains. The following areas require your specific attention to bring this document to a level worthy of fulfilling the community's expectations: 1) The choice of key performance indicators must be ruthlessly evaluated for relevance to desired outcomes. 2) Performance targets must be established. 3) Specific individual performance metrics and accountability must be tied to each objective. 4) The individual objectives require prioritization if this document is to serve as a guide for complex management and budgeting decisions over the next five years.

The Committee recognizes that what you choose to measure is what will become important to the dedicated staff serving Alexandria's children, and we understand that actively measuring and regularly reporting on key performance indicators require discipline, time and money. Therefore we urge you to choose the key performance indicators wisely and monitor them vigorously while avoiding the temptation to measure and monitor things that distract the ACPS leadership from its core goals and objectives.

Following the School Board's adoption of a plan, the next step will be the creation of a scorecard to track the final key performance indicators as approved by the Board. The public scorecard and

periodic reports to the community will ensure that the goals and objectives of ACPS 2020 are implemented and that your vision for the future of Alexandria's public schools comes to fruition.

In concluding our work with the transmittal of this document, we offer thanks to Board members Justin Keating and Bill Campbell for their wise counsel and guidance. We applaud Dr. Alvin Crawley for his leadership and commitment to the strategic planning process and Dr. Michael Korff for his tireless dedication to the coordination of the committee and drafting of the document.

On behalf of our fellow Committee members, we thank you for giving us this opportunity to serve. It has been an honor and a privilege. We remain in your service to answer any questions you may have.

Sincerely,

Janet Eissenstat

John Lennon

Stakeholder Committee

Michael Carrasco — Amelia Castañeda — Trisha Christopher — Keenan Cooper
Erin Davidson — Daria Dillard — McKenya Dilworth — Pilar Garcia
Bill Hendrickson — Purvi Irwin — Ellen Kennedy Folts — Ellen Klein
Mari Lou Livingood — Dr. Tammy Mann — Linda Odell — Denny Okudinani
Joyce Rawlings — Marguerite Rippey — Tricia Rodgers — Dr. Nancy Runton
LaDonna Sanders — Cynthia Skinner — Jennifer Walker — Deborah Warren
John Lennon, *Co-Chair* — Janet Eissenstat, *Co-Chair*
Bill Campbell, *School Board* — Justin Keating, *School Board*
Dr. Terri Mazingo, *Chief Academic Officer*
Clinton Page, *Chief Accountability Officer*
Dr. Alvin Crawley, *Superintendent of Schools*

1. Academic Excellence and Educational Equity: Every student will be academically successful and prepared for life, work, and college.

Why this is important: The preparation of students for post-secondary life is a fundamental purpose of PK-12 education. ACPS pledges to educate students in an atmosphere of excellence and educational equity, and to ensure that students are challenged to stretch their talents and aspirations. Upon graduation, students will be ready to pursue college, or a career, or independent living. Although educational equity does not mean that all students will have the same experiences or the same results, it does mean that the education provided by ACPS will respond to each student’s individual challenges, interests, and abilities, and that each student will be provided with the tools needed to excel.

1A: A Curriculum that Challenges and Engages: Every student will experience a rigorous, relevant, and engaging learning environment that responds to his or her interests and challenges.

Objectives	Strategies	Key Performance Indicators
<p>1.1 Educational Excellence ACPS will regularly assess and respond to the needs, interests, and abilities of individual students.</p>	<p>1.1.1 Collaborate with family members, foster a student’s “ownership” of his/her learning goals, and ensure equitable access to a curriculum aligned with School Board policies and Virginia State Standards; and provide all students with educational services appropriate to their interests and abilities.</p> <p>1.1.2 Help foster an atmosphere that ensures that entering students are Kindergarten-ready and maintain grade-level competency throughout elementary, middle, and high school.</p> <p>1.1.3 Prepare students for the responsibilities of citizenship and, as appropriate, for the world of work and/or the challenges of further education, and have the life skills to lead independent and fulfilling lives.</p> <p>1.1.4 Implement a curriculum that embraces such 21st Century Skills as collaboration and communication, digital and financial literacy, creative expression, critical thinking, bi-lingual capabilities, and problem-solving.¹</p>	<ul style="list-style-type: none"> • Percentage of fall-identified K-2 students who meet the PALS spring benchmark assessment. • Percentage of students graduating from high school in four years. • Percentage of students earning an ACPS General Studies Certificate and/or an Associate’s Degree while in high school.² • Percentage of students earning an industry certification upon graduation. • Percentage of Special Education students with IEP’s graduating from high school with a regular diploma.³ • Percentage of all students, disaggregated by family income, race/ethnicity, Special Education status, and English-language status, enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year after leaving high school. • Percentage of the students receiving college credit for completed Dual Enrollment courses.

¹ For the ACPS approach to 21st Century Skills, see www.acps.k12.va.us/curriculum/design/. Additional information is available in the External Scan, p.121 et seq.

Objectives	Strategies	Key Performance Indicators
	<p>1.1.5 Offer a wide-ranging curriculum that affords students opportunities to broaden their understandings of themselves and of the world around them, including courses and co-curricular activities in the fine and performing arts; in Science, Technology, Engineering, and Math fields; and in workplace-readiness skills, personal finance, and technical and business education.</p> <p>1.1.6 Provide all students with a curriculum that supports, challenges, and engages them at a high level, and track and plan for a student’s individualized education using a data notebook or other appropriate means.</p> <p>1.1.7 Support students receiving Special Education services with a curriculum that provides challenging, engaging, and diverse educational and creative experiences that allow multiple ways for students to learn.</p> <p>1.1.8 Support Talented and Gifted students with</p>	<ul style="list-style-type: none"> • <i>Percentage of students who receive Industry Certification in Economics and Personal Finance and/or Workplace Readiness Skills.</i> • <i>Percentage of students by school complying with individual student progress monitoring, including: Data Notebooks, Data Walls, Schoolnet® Profiles, Individual Student Achievement Plans (Elementary), Individual Career and Academic Plans (ICAP’s) (grades 6-12), or Individualized Education Programs.⁴</i> • <i>Percentage of students identified for Talented and Gifted services scoring Pass Advanced on SOL tests in Math, English, Science, and/or Social Studies.</i> • <i>Percentage of positive responses on a bi-annual stakeholder survey of families, disaggregated by student status, that asks about awareness and satisfaction related to various program services and access for students, including Tal-</i>

² In the spring of 2012, legislation was passed that “Requires local school boards and community colleges to develop agreements allowing high school students to complete an associate’s degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma.” Alexandria City Public Schools has been working with Northern Virginia Community College (NOVA) to create both a General Studies Certificate and identify possible Associate Degree programs students could pursue while in high school.

³ An Individualized Education Program is a student-specific plan that is tailored to meet the needs of Special Education students. See next footnote for additional information.

⁴ **Data Notebooks** support students in becoming co-producers of their learning. They help students organize processes for learning. The notebook generally contains a student’s mission, goals, and action plans to support classroom and personal learning. Data Notebooks may contain charts and graphs to self-monitor and document progress; subject objectives to guide goal-setting; **formative assessments** (see definition below) to document progress; opportunities for two-way communication with parents/guardians. A **data wall** is a visual representation of data related to a specific question or problem. It is comprised primarily of numbers, charts, and diagrams, using only enough text to annotate the data and articulate the inferences and conclusions that the data team has agreed on. A data wall may also capture any questions that have emerged as a result of the inquiry process. Ultimately, a data wall should be dynamic, interactive, and evolve over time as new data are added and new conclusions drawn. In ACPS, schools track individual student progress on the data wall. Schoolnet® is an assessment management system. The student profile in Schoolnet contains immediate access to assessment results, student grades, standardized test results, and attendance information. An **Individual Student Achievement Plan (IAP)** represents a “personalized plan that captures the student’s unique interests, aspirations, learning strengths, and challenges.” When appropriately developed, the IAP satisfies three criteria. First, the IAP sets short-term and long-term goals. In the short-term, the IAP emphasizes annual objectives in the areas of English and mathematics, including content to master and skills to develop. In the long-term, the IAP focuses on ensuring that each student is fully-equipped to succeed in college, work, and life. Second, the IAP includes an action plan stating the steps needed to achieve each goal. Third, all stakeholders—students, parents, counselors and teachers—monitor and document the progress made. An **Individual Career and Academic Plan (ICAP)** (grades 6-12) is an individualized plan, developed by the student and the student’s parent or legal guardian, in collaboration with their school counselors, school administrators, and other school personnel, that is used to help establish personalized academic and career goals, explore postsecondary career and educational opportunities, align course work and curriculum, apply to postsecondary institutions, secure financial aid, and ultimately enter the workforce. The **Individualized Education Program (IEP)** is a written document required for each child who is eligible to receive special education services. It is provided to a student who has been determined first to have a disability and, second, to need special education services because of that disability. The IEP is drawn up by a team that includes the child’s parent/guardian, a general education teacher, a special education teacher, an ACPS representative, and others. The goal of **formative assessment** is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. The goal of **summative assessment** is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Objectives	Strategies	Key Performance Indicators
	<p>a curriculum that provides supplemental, challenging, and engaging educational and creative experiences at especially high levels.</p> <p>1.1.9 Provide enhanced support to students as they transition between elementary and middle school and between middle and high school.</p>	<p><i>ented and Gifted services, Special Education services, English-Language Learner services, etc.</i></p> <ul style="list-style-type: none"> • <i>Percentage of parents/guardians on bi-annual survey who report that schools facilitated parent involvement as a means of improving services and results for children with disabilities.</i> • <i>Percentage completion of SAT or ACT by graduating seniors, disaggregated by group.</i> • <i>Percentage of students participating in performing arts, fine arts, and co-curricular activities, disaggregated by group.</i>
<p><u>1.2 Achievement Gaps</u> ACPS will target academic achievement gaps and increase positive educational outcomes across race/ethnicity, income, disability, and language subgroups.</p>	<p>1.2.1 Annually evaluate and adjust expectations for all students regardless of race, economic status, neighborhood, or inclusion in such academic programs as special education, talented and gifted, English language learner, and homeless/highly mobile.</p> <p>1.2.2 Annually increase opportunities and rates of acceleration to ensure equity for underserved groups.</p> <p>1.2.3 Annually determine each school's need for individualized academic plans to ensure high-quality education for all students.</p> <p>1.2.4 Annually assess the need for and implement strengthened mentorship programs at each school for special needs, at-risk, talented and gifted, and self-selected students.</p> <p>1.2.5 Support after-school tutoring at every school, facilitated by licensed teaching professionals or by evidence-based and fully-vetted community programs.</p>	<ul style="list-style-type: none"> • <i>Percentage of Pass rates (including Pass/Proficient and Pass/Advanced) on all SOL exams disaggregated by subgroups in grades 3-12 and reading and math assessments in K-2, with particular emphasis on pass rates for students in key transition years (5th into 6th, 8th into 9th) to ensure that students in need of support will be identified.</i> • <i>Percentage of students graduating from high school with a Standard or Advanced Studies diploma in four years disaggregated by subgroups.</i> • <i>Percentage of underrepresented student populations in the Talented and Gifted Program, including the Young Scholars primary grades program.</i> • <i>Percentage of students with plans aligned with Policy IKG: Remediation Recovery Program:</i> <ul style="list-style-type: none"> - <i>Individual Achievement Plans (IAP's)⁵ at the Elementary Level</i> - <i>Individual Career and Academic Plans (ICAP's)⁶ at Grades 6-12</i> • <i>Number of schools involved in business partnerships that provide students with opportunities to extend learning through mentoring, intern-</i>

⁵ For definitions, see footnote 4.

⁶ For definitions, see footnote 4.

Objectives	Strategies	Key Performance Indicators
<p><u>1.3 Disproportionality</u> ACPS will focus on increasing representation of minority students in talented and gifted programs and in Honors and Advanced Placement courses; decreasing suspension rates of minority students, particularly males; and preventing over-identification of racial/ethnic minorities for remedial or special education services. ACPS will also focus on eliminating gender and racial/ethnic disparities among students enrolling in science, technology, engineering, math, and literature classes and in advanced classes such as honors and Advanced Placement.</p>	<p>1.3.1 Regularly publish disaggregated data by school and by gender on the representation of minorities in talented and gifted and remediation programs and among those suspended from class and/or school.</p> <p>1.3.2 Analyze division-wide data on student populations to determine areas of underrepresentation and overrepresentation of minority youth within TAG, Special Education, and discipline data (i.e., suspensions and expulsions).</p> <p>1.3.3 Reach out to parents/guardians of minority students through school leadership teams and counseling staffs to encourage them to discuss with their students the benefits of enrolling in challenging courses, and the importance of providing support to students who do enroll in such courses.</p>	<p><i>ships, community services, and job-shadowing experiences.</i></p> <ul style="list-style-type: none"> • <i>Percentage of students in tutoring programs (including ACPS tutorial monitoring data and non-profit tracking data).</i> • <i>Percentage of schools offering after-school tutorial programs.</i> <ul style="list-style-type: none"> • <i>Percentage of students enrolled and succeeding in Talented and Gifted programs and in honors and advanced placement classes, disaggregated by subgroups.</i> • <i>Level of disproportionality between overall suspension rates compared to minority student (especially male) suspension rates.</i> • <i>Percentage of parents/guardians contacted by counselors as tracked through the student information system.</i>
<p><u>1.4 Educational Equity</u> ACPS will provide each student with opportunities to be challenged and supported regardless of his/her background and abilities.</p>	<p>1.4.1 Review student participation and performance data in Honors, Advanced Placement, and World Language courses to discern areas of underachievement and areas requiring enhancement in the programs.</p> <p>1.4.2 Implement transition programs and services to increase the number of youths, including those with disabilities or identified as at-risk, who are actively engaged in post-secondary activities such as college, technical education, and career training and employment after exiting school.</p> <p>1.4.3 Review each student’s progress no less than twice yearly.</p>	<ul style="list-style-type: none"> • <i>Percentage of students enrolled and succeeding in Honors, Advanced Placement, and World Language courses.</i> • <i>Percentage of participation in Algebra by Grade 8 and percentage of Pass/Proficient and Pass/Advanced rates on Algebra SOL.</i> • <i>Percentage of students in alternative placements enrolled and succeeding in Honors, Advanced Placement, and World Language classes.</i> • <i>Percentage of Special Education students enrolled in postsecondary education/training programs or competitively employed within one year of leaving high school.</i>

Objectives	Strategies	Key Performance Indicators
<p><u>1.5 Teacher Resources and Supports</u> ACPS will make available to each teacher the resources and supports needed to provide an outstanding education for each and every student, differentiated according to the student’s learning style and background.</p>	<p>1.5.1 Confer with teachers and central office curriculum supervisors at appropriate intervals to identify resources teachers need.</p> <p>1.5.2 Adjust in-school schedules at the start of each quarter in order to provide class time for teachers to observe colleagues, share techniques, and provide support to one another.</p> <p>1.5.3 Evaluate administrators on the effectiveness of in-school systems designed to ensure collaboration among teachers and develop their classroom ownership skills as methods for the application of curricula.</p>	<ul style="list-style-type: none"> • <i>Percentage of Professional Learning Plans⁷ reflecting specific strategies being implemented to promote differentiation and teacher collaboration within and across grade-levels and content areas.</i>
<p><u>1.6 Early Childhood Education⁸</u> ACPS will continue to participate with the Early Care and Education Work Group⁹ to create an early care and education (ECE) system focused on improved access, quality, and public awareness of ECE services available for children and families. (ACYMP 2.1.1)</p>	<p>1.6.1 Focus the ECE plan on improved access, quality, and public awareness of services available for children and families (ACYMP 2.1.1), emphasizing a smooth transition process for pre-school through 3rd grade. (ACYMP 2.1.3)</p> <p>1.6.2 Create professional development opportunities for ACPS and external ECE personnel, working with subject matter experts, to ensure maximum ECE teacher effectiveness, recognition, and opportunities for advancement. (ACYMP 2.1.1)</p> <p>1.6.3 Work to ensure a thoughtful planning process to safeguard current facilities for ECE and engage in planning to address areas of the city with the highest need. (ACYMP 2.1.2)</p>	<ul style="list-style-type: none"> • <i>% of students who participate in a quality early childhood programs (based upon analysis of Kindergarten registration forms).</i> • <i>% of early childhood educators city-wide participating in coordinated and aligned professional development.</i>
<p><u>1.7 Adult Education and Services for Adult English Language Learners</u> In pursuit of its desire to provide life-long learning opportunities, ACPS will facilitate English-language education programs in support of individual economic advancement and civic engagement in Alexandria.</p>	<p>1.7.1 Canvass citizens’ groups and City agencies to identify target populations, appropriate course curricula, staff and other resource requirements, and venues for instruction; also reach out to students and families to determine other groups that could benefit from these services.</p> <p>1.7.2 Ensure English Language Learners have the curriculum needed to meet their academic needs.</p>	<ul style="list-style-type: none"> • <i>% of Adult Education students meeting the Virginia state target of 65% Educational Functional Gains in reading, writing, listening, and speaking English (as measured by Best Plus and the Futures Placement assessments).</i>

⁷ A Professional Learning Plan is a school’s written plan that defines its professional learning focus for growth each school year and should be aligned to the school’s education plan.

⁸ In this and other sections of ACPS 2020, we make reference to the [Alexandria Children and Youth Master Plan](#) (ACYMP), and its goals and recommendations.

⁹ [ACT for Alexandria](#) convened the Early Care & Education Work Group comprised of representatives from the Alexandria City Public Schools, Alexandria Health Department, Bruhn-Morris Family Foundation, early childhood care providers, and the Children, Youth & Families Collaborative Commission. The Early Care & Education Work Group is focused on educating and engaging the community about the importance of investing in early childhood services, sharing best practices and highlighting bright spot research.

Objectives	Strategies	Key Performance Indicators
<p>1.8 Alternative Education¹⁰ ACPS will create or expand alternative education strategies and programs that will respond to individual learning styles, minimize out of school suspensions, and improve opportunities for all students.</p>	<p>1.8.1 Provide a continuum of educational options for those who require non-traditional programs. 1.8.2 Monitor student enrollment in alternative programs.¹¹ 1.8.3 Create learning environments based on individual needs for those at-risk of involvement in the juvenile justice system and for those requiring experiential classroom experiences via a non-traditional school program in order to acquire vocational, job-readiness, and life skills.</p>	<ul style="list-style-type: none"> • Graduation rates for students in alternative programs. • Dropout rates for students in alternative programs. • % of students attaining job certification before exiting alternative program(s).

1B: An Inclusive Organizational Culture: Every student will develop habits and attitudes that reflect the principles of cultural inclusiveness, civic responsibility, and ethical and respectful behavior.

***Why this is important:** In the change-dominated and technology-driven world of the 21st century, students must “see themselves” in the curriculum they study. They must be challenged and supported to maximize their achievement. This process requires that the demographic diversity of the school division guide and inform educators’ commitment to cultural competence and building an atmosphere of mutual respect in every school and office. In addition to a rigorous, relevant, and engaging curriculum, students must also have access to a range of school and community service opportunities that promote civic engagement. Finally, ACPS must set expectations for the habits and behaviors that every student needs to succeed, laying the foundations for students’ exploration and demonstration of ethical conduct.*

Objectives	Strategies	Key Performance Indicators
<p>1.9 Cultural Competence¹² and an Atmosphere of Respect ACPS will implement practices that maximize the benefits of cultural, linguistic, racial, ability, religious,</p>	<p>1.9.1 Implement division-wide training on cultural competency. 1.9.2 Monitor school climates to ensure inclusive and respectful learning environments.</p>	<ul style="list-style-type: none"> • Percentage of central staff trained in cultural competence. • Percentage of school-based staff trained in cultural competence.

¹⁰ This objective is taken from the 2010-15 ACPS Strategic Plan.

¹¹ ACPS Alternative Programs include the **Sheltercare Program**, a temporary care group facility of 14 beds providing structure, support, crisis intervention, and counseling to at-risk youth. Students who are temporarily placed out of home attend Shelter Care and many of the students who attend vary in their needs, but all get the extra support they need along with a place to live. Students without a permanent residence work with social workers until they are able to work out any family situations. Many of the students living in Sheltercare are only temporarily there. Students who attend **Chance for Change Academy** are usually persistent in conducting major offenses resulting in suspension and close to expulsion. At CFC, students have an instructional as well as a behavioral focus, in a smaller learning community. The **T.C. Williams Satellite Campus** is designed to deliver a 21st century curriculum that is flexible in scheduling and student-centered in support. With this flexible schedule, many students are able to hold a job during the day when they would usually be at school. Students are able to work at their own pace, which allows some students to finish courses early and graduate earlier than students who attend the main high school campus. **Northern Virginia Juvenile Detention Center School** (NVJDCS) is a regional state-operated program providing appropriate educational services for school-aged students who are residing at the detention center. **Bryant Transition Resource Support Center** (TRSC) Program is a non-traditional school that uses a blended instructional model. Teachers provide individualized instruction designed to remediate gaps in content as well as extend learning when appropriate. The TRSC focus is to improve students’ academic performance and to help them in successful reentry into their next educational placement.

¹² Cultural Competence, or culturally responsive teaching practices, uses the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them.

Objectives	Strategies	Key Performance Indicators
<p>gender, gender-identity, and ethnic diversity within the student body to ensure optimal levels of cultural competence among staff members and students, and that engage every student in a respectful school environment.</p>	<p>1.9.3 Train Student Support Team¹³ members annually to conduct anti-bullying and anti-cyber-bullying campaigns to be conducted in schools twice during each school year.</p>	<ul style="list-style-type: none"> • <i>Percentage of TELL survey results and student survey results reflecting positive answers by respondents about indicators of organizational culture.</i>¹⁴
<p><u>1.10 Civic Engagement¹⁵ and Civic Responsibility</u> ACPS will engage with its students in an atmosphere conducive to mutual respect, civic engagement, and good citizenship.</p>	<p>1.10.1 Create opportunities at least annually for students to participate in voluntary community service activities and internships, and recognize them for such activities.</p> <p>1.10.2 Support and encourage active involvement of students in student government, club activities, team sports, and other school groups.</p> <p>1.10.3 Maximize potential opportunities for collaboration with non-profit and arts groups to create opportunities for creative experiential learning.</p>	<ul style="list-style-type: none"> • <i>Percentage of students in each secondary school participating in voluntary service activities, internships, and related field experiences.</i> • <i>Percentage of students in each secondary school site participating in school organizations such as student government, team sports, and other school groups emphasizing civic engagement and responsibility.</i> • <i>Percentage of students in each secondary school participating in programs and activities related to the visual and performing arts disaggregated by race, ethnicity, gender and ELL, TAG, and Special Education status.</i>
<p><u>1.11 Ethics and Behaviors for Success</u> ACPS will set expectations for the habits and behaviors students need to succeed and will lay the foundations for student explorations of ethical conduct.</p>	<p>1.11.1 Establish school-wide behavior plans (led by the Student Support Teams)¹⁶ in every school that foster positive and respectful learning environments and that set clear expectations for students around what habits and behaviors are most linked to student success in school and in life.</p> <p>1.11.2 Implement culturally responsive lessons at every grade-level to address ethical behavior issues.</p>	<ul style="list-style-type: none"> • <i>Number of schools with fully operational school-wide behavior plans¹⁷ that foster positive and respectful learning environments within the school as a learning community.</i> • <i>Increase of stakeholder perceptions on the TELL Survey¹⁸ of the schools as a positive and engaging environment for learning.</i>

¹³ The Student Support Team at each school is comprised of the School Social Worker, the School Nurse, the School Psychologist, the School Counselor, and a School Administrator. This team meets formally on a regular basis to consider supports that may be need by students who demonstrate academic, medical, or social-emotional difficulties that interfere with learning. This team also provides real-time crisis intervention as needed by students.

¹⁴ TELL (Teaching, Empowering, Leading and Learning) ACPS is an anonymous survey of school-based licensed educators (including principals) in ACPS that assessed teaching conditions at the school- and division-level. For more information, see [ACPS 2020: External Scan](#), pp.162-164.

¹⁵ Civic engagement is defined as actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community. For additional information on civic engagement, see Harvard Kennedy School's [Social Capital Measurement Overview](#).

¹⁶ Student Support Team is defined in footnote 13.

¹⁷ In many schools, the behavior plan is Positive Behavioral Interventions and Supports (PBIS), a process for creating (or developing) safer and more effective schools. PBIS is a systems approach to enhancing the capacity of schools to educate all children by developing research-based, school-wide and classroom discipline systems. The process focuses on improving a school's ability to teach and support positive behavior for all students. Click [here](#) for more information.

¹⁸ TELL (Teaching, Empowering, Leading and Learning) ACPS is an anonymous survey of school-based licensed educators (including principals) in ACPS that assessed teaching conditions at the school- and division-level. For more information, see [ACPS 2020: External Scan](#), pp.162-164.

2. Family and Community Engagement: ACPS will partner with families and the community in the education of Alexandria’s youth.

Why this is important: The education of Alexandria’s young people is a shared responsibility of families and schools, and by recognizing the important role that families play and by assisting families to understand curricula and ways they can support children, we all benefit. By recognizing the role of the community in its public schools, we can extend the reach of the school division and strengthen the supports we provide to students. By nurturing welcoming environments at school facilities, we can help make schools centers of civic activity and help develop pride in school facilities. Community engagement, including outreach to the business community, can expand the number of partnerships that provide services to schools, including tutoring, internships and jobs, and other opportunities for students.

Objectives	Strategies	Key Performance Indicators ^{19,20}
<p>2.1 Family Engagement ACPS will collaborate with parents and guardians in providing the high-quality services they need to be leaders in the education of their children. (ACYMP 4.1)</p>	<p>2.1.1 Develop school-specific plans in collaboration with individual school communities to engage families in student learning. 2.1.2 Provide information about access to parent-ing classes and parent support groups across the school division. (ACYMP 4.2.1)</p>	<ul style="list-style-type: none"> • Track FACE-supported events by participant type, satisfaction, school association, language, and grade-level; and report annually through FACE End-of-Year Report. • Conduct an annual satisfaction survey of family engagement services (Power of Partnerships Family Survey²⁰) with results incorporated into relevant performance metrics (ACYMP 4.4.4)
<p>2.2 School Engagement ACPS will create an atmosphere of mutual trust and respect to ensure effective communication in schools, enhanced engagement with families, and culturally responsive relationships. (ACYMP 4.4.1)</p>	<p>2.2.1 Personal contact made by classroom teachers to every student’s family within the first three months of each school year to build rapport and initiate appropriate conversations about curriculum expectations and supporting learning at home. 2.2.2 Parent’s Bill of Rights and Responsibilities to be posted in multiple languages on website and at entrances to all ACPS schools/departments and made available to parents at registration and Back-to-School events. (ACYMP 4.4.2) 2.2.3 Schedule parent-teacher conferences—telephonic or in-person—at times that are convenient for parents and guardians and teachers. 2.2.4 Translation and interpretation services</p>	<ul style="list-style-type: none"> • Track parent contacts through student data systems; report percentage contacted on November 30 of each year. • Power of Partnerships Family Survey²⁰ (Questions #11, #13) for each school: Annually conduct survey, use first year results to benchmark future years.

¹⁹ We are advocating that the *Power of Partnerships Family Survey* be administered annually at all schools. See National PTA, [National Standards for Family-School Partnerships](#).

²⁰ We support the use of an annual *ACPS Insight Survey* of members of the community and of ACPS families to track perceptions of the school division.

Objectives	Strategies	Key Performance Indicators ^{19,20}
	provided for parent meetings and important documents. (ACYMP 4.2.4)	
<p><u>2.3 Community Engagement</u> ACPS will actively engage families, students, staff, and community members regarding school programs and activities, volunteer opportunities, and events.</p>	<p>2.3.1 Actively encourage Alexandria citizens to serve on school-related advisory committees. (ACYMP 4.3.2) 2.3.2 Parents and community members to volunteer in schools or central office. 2.3.3 Working with community partners, hold a comprehensive orientation for families new to ACPS about the school system and city resources, and for families new to the U.S., an introduction to American culture and society and educational expectations.</p>	<ul style="list-style-type: none"> • <i>FACE Center to track number of active volunteers and report annually through End-of-Year Report.</i>
<p><u>2.4 Partnerships and Civic Engagement</u> ACPS will partner with external organizations to extend its services and programs, to encourage a sense of community ownership of our schools, and to support the development of the academic, social, physical, creative, and emotional needs of students.²¹ (ACYMP 2.3, 3.1)</p>	<p>2.4.1 Actively encourage community organizations to use schools as community resources and meeting venues and develop an on-online community-use scheduling system. 2.4.2 Promote formal, renewable partnerships with businesses and civic organizations. (ACYMP 2.3.3)</p>	<ul style="list-style-type: none"> • <i>Track usage, benchmark first-year usage, and set goals for future years; evaluate users' satisfaction.</i> • <i>Track number of formal agreements executed annually and track academic outcomes of grant-funded partnerships quarterly; both reported in annual Partners in Education Report.</i>
<p><u>2.5 Media and Public Outreach</u> ACPS will use a wide variety of media to reach out to the community on issues of importance to the people of Alexandria. (ACYMP 4.2.1)</p>	<p>2.5.1 Implement a communications strategy to help the community understand ACPS' mission, goals, and activities to support ACPS students through media campaigns and active outreach to community organizations. 2.5.2 Consistently ensure a formal ACPS presence at community events, including cultural activities, enlisting members of school and district leadership teams to staff and provide visibility. 2.5.3 Identify key communicators from within community organizations to interact on a regular basis with ACPS and provide two-way feedback about the school division and community concerns and interests.</p>	<ul style="list-style-type: none"> • <i>Annually conduct an ACPS Insight Survey²¹ to measure family and community perceptions of and knowledge of the school division; benchmark first-year results and set goals for out-years.</i>

²¹ This objective is taken from Strategy 1.8 of the 2010-15 ACPS Strategic Plan.

Objectives	Strategies	Key Performance Indicators ^{19,20}
<p><u>2.6 Collaboration with Social Service Organizations</u> ACPS will promote the general welfare of its students, their families, and members of its community by collaborating with local and state agencies and non-profit organizations. (ACYMP 4.1.1, 4.1.2, 4.1.3, 4.2.1, 4.2.2, 4.2.3, 4.3.3)</p>	<p>2.5.4 Reach out to the community using realtors, apartment complexes, etc., to provide information residents about schools, enrollment, and options.</p> <p>2.6.1 Maximize use of existing teams made up of staffers from ACPS, social welfare and judicial agencies, and human services organizations to coordinate resources and support to families in need. . (ACYMP 4.1.3, 4.2.2, 4.2.3)</p> <p>2.6.2 Implement a cross-agency performance management system to assess quality, share data, monitor progress, manage referrals, and report outcomes of family-focused programs. (ACYMP 4.1.2)</p>	<ul style="list-style-type: none"> • <i>Track referrals for services; compare year-over-year statistics.</i>

3. An Exemplary Staff: ACPS will recruit, develop, support, and retain a staff that meets the needs of every student.

Why this is important: Our employees need to be resourceful, flexible, and creative. They must value diversity and collaboration and work well in teams. To this end, we must actively recruit, hire, train, and retain our staff using innovative methods and incentive. We must empower our people to be educational leaders. We must be driven by research and a constant adaptation in light of evidence. We must seek to reflect in our workforce the diversity of our community and meet the diverse needs of a multicultural student body. The school district needs to ensure that there are no barriers between the central office and school sites to create an effective flow of services and support. Pockets of excellence—programs and methods proven to work for students—should be shared, replicated, and made systemic.

Objectives	Strategies	Key Performance Indicators
<p>3.1 Staff Recruitment and Retention ACPS will hire the best employees possible and create an environment that motivates, competitively compensates, and retains them.</p>	<p>3.1.1 Move aggressively to fill vacant positions, and report annually on the qualifications of newly hired staffers.</p> <p>3.1.2 Expand relationships with local and state-wide teacher-education programs in order to identify and recruit teachers who are committed to the ACPS mission, vision, principles, and goals.</p> <p>3.1.3 Develop and maintain a competitive advantage in the Northern Virginia education market by benchmarking regional compensation rates.</p> <p>3.1.4 Expand strategies for recognizing professional excellence.</p>	<ul style="list-style-type: none"> • <i>By opening day of school, fill over 99% of full-time classroom positions with highly qualified teachers.</i> • <i>Set targets for increasing the number of teachers hired before June 30.</i> • <i>Establish base-line data of student-teachers who are placed in ACPS and increase the number of student teachers by 10% each year.</i> • <i>Report on teacher salaries in Northern Virginia and determine cost to remain above the median.</i> • <i>Administer TELL Survey²² every other year to evaluate the quality of the work place and develop school plans.</i> • <i>Report annually on staff diversity.</i>
<p>3.2 Collaborative Instructional Achievement ACPS will nurture a school culture in which professionals collaborate closely to share knowledge, skills, and best practices aimed at improving student achievement.</p>	<p>3.2.1 Work with school staffs to determine best uses of time and resources to achieve an effective collaborative professional environment at schools and across the district.</p> <p>3.2.2 Enhance time available to teachers to reflect on their own practice and to plan collaboration with colleagues.</p> <p>3.2.3 By September 2015, determine Professional Learning Communities (PLC) structures.²³</p>	<ul style="list-style-type: none"> • <i>Provide opportunities for teachers and administrators to facilitate peer observations: set benchmarks on the average number of observations per year.</i>

²² TELL (Teaching, Empowering, Leading and Learning) ACPS is an anonymous survey of school-based licensed educators (including principals) in ACPS that assessed teaching conditions at the school- and division-level. For more information, see [ACPS 2020: External Scan](#), pp.162-164.

Objectives	Strategies	Key Performance Indicators
<p>3.3 Individual Professional Development Opportunities and Strategic Plan Focus ACPS will expand professional development opportunities that include self-identified goals and that provide teachers and other staff members with multiple opportunities for improving their individual effectiveness and that respond to Strategic Plan priorities.</p>	<p>3.3.1 Pursue a vigorous teacher-mentor program in which less-experienced teachers are paired with teachers with who have demonstrated effectiveness in teaching and skill in classroom management.</p> <p>3.3.2 Expand tuition-assistance programs with local colleges and extend the range of classes that are included.</p> <p>3.3.3 Enhance existing models of technology-supported professional development.</p> <p>3.3.4 Expand the number of instructional peer coaches.</p> <p>3.3.5 Offer training opportunities to all employees that address challenging behaviors and development of new behavior goals; train staff members to appropriately implement behavior plans.</p> <p>3.3.6 Provide appropriate training workshops for all employees regarding principles and practices for enhancing cultural competence and student achievement.</p> <p>3.3.7 Provide division-wide opportunities to share classroom strategies and initiatives that are effective and dynamic.</p>	<ul style="list-style-type: none"> • <i>Annually survey first-year teachers to determine whether they received the support they needed to be effective.</i> • <i>Continue the TELL survey every-other-year to assess professional development effectiveness and set improvement goals.</i>
<p>3.4 Staff Wellness ACPS will promote the health and wellbeing of all members of the staff.</p>	<p>3.4.1 Develop and implement a staff wellness plan.</p>	<ul style="list-style-type: none"> • <i>By January 2016, develop a comprehensive employee wellness plan and track participation in the plan, seeking to increase participation year-over-year.</i>
<p>3.5 Leadership Development ACPS will establish programs to identify talent and provide opportunities for future leadership roles.</p>	<p>3.5.1 Establish a comprehensive leadership development plan.</p>	<ul style="list-style-type: none"> • <i>By July 2016, develop and vet leadership development plan; set goals and targets.</i> • <i>Track internal candidates prepared for school leadership roles and increase the number each year of the life of this Strategic Plan. By 2020, one-third of the highly-qualified applicants will be experienced ACPS employees.</i>

²³ A professional learning community (PLC) is an extended learning opportunity to foster collaborative learning among colleagues within a particular work environment or field. It is often used in schools as a way to organize teachers into working groups. (Wikipedia) ASCD notes that “the professional learning community model flows from the assumption that the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn. This simple shift—from a focus on teaching to a focus on learning—has profound implications for schools.”

4. Facilities and the Learning Environment: ACPS will provide optimal and equitable learning environments.

Why this is important: High quality facilities and a comprehensive infrastructure are fundamental to learning and teaching. The physical environment of school buildings and school grounds is a key factor in the overall health and safety of students, staff members, and visitors. Student achievement can be affected positively by the physical environment. Safe and clean environments are most conducive to learning and teaching. A robust infrastructure, including central office supports and an ever-improving technological framework, facilitates student learning and high quality teaching. Schools should be a source of pride for students, teachers, and community members.

Objectives	Strategies	Key Performance Indicators
<p><u>4.1 Optimal Learning Environments and Infrastructure</u>²⁴</p> <p>In collaboration with City partners, ACPS will move aggressively to modernize all learning environments, expand or otherwise adapt facilities to meet projected changes in school enrollment, and ensure equitable application of capital improvements throughout the school division.</p>	<p>4.1.1 Use a regularly updated facility condition assessment to identify shortcomings, prepare a report showing school-by-school requirements for repair or replacement, and submit the report in time for consideration by the School Board as it prepares its annual budget.</p> <p>4.1.2 Regularly assess the learning environments against the adopted Educational Specifications and take action to eliminate adverse conditions and provide appropriate and differentiated spaces for all types of learning and curricula.</p>	<ul style="list-style-type: none"> • % of community satisfied with school facilities, as measured by the ACPS Insight Survey.²⁵
<p><u>4.2 Well Maintained Facilities</u></p> <p>ACPS will ensure that facilities are maintained at high levels and that repair needs are addressed in a timely and efficient manner to support the educational mission and daily operations of the district.</p>	<p>4.2.1 Create a permanent on-line dashboard to include facilities maintenance schedules, reports on unscheduled maintenance and repairs, and target and completion dates.</p> <p>4.2.2 Develop a system to determine the cost of maintaining old systems versus upgrading or renewing systems and evaluate maintenance decisions accordingly.</p>	<ul style="list-style-type: none"> • % of projects/repairs addressed within established time-frames.
<p><u>4.3 Sustainable Facilities</u></p> <p>ACPS will model sustainable environmental practices.</p>	<p>4.3.1 Create a long-term plan designed to increase energy efficiency and reduce solid waste, and promote environmental sustainability in schools.</p> <p>4.3.2 Encourage schools to involve students in environmental stewardship activities.</p>	<ul style="list-style-type: none"> • % change of energy usage per square foot. • % decrease in paper (as an example of measuring reduction of solid waste).

²⁴ The City of Alexandria and the Alexandria City Public School System (ACPS) are jointly developing a work program for a [Long-Range Educational Facilities Plan](#) to improve facilities planning, accommodate the growing student population, and enhance educational programs and services.

²⁵ The proposal for an annual *ACPS Insight Survey* is discussed in Goal 2 on Family and Community Engagement. The annual survey of members of the community and of ACPS families will help ACPS track perceptions of the school division—and to respond appropriately with adjustments to tactics and strategies.

Objectives	Strategies	Key Performance Indicators
<p><u>4.4 Safe and Secure Facilities</u> ACPS will ensure that its facilities are safe and secure.</p>	<p>4.4.1 Update safety and security protocols to ensure that students and staff members are safe in all ACPS facilities.</p> <p>4.4.2 Adopt uniform safety and security standards and methods throughout the school division.</p> <p>4.4.3 Identify protocols to safeguard ACPS property and infrastructure when community groups use ACPS facilities.</p>	<ul style="list-style-type: none"> • <i>Percentage compliance with state-mandated safety drills (tornado, lock-down, fire, etc.).</i> • <i>% of students reporting safe and secure schools as measured by the Youth Risk Behavior Survey.²⁶</i>
<p><u>4.5 Information Technology Infrastructure</u> ACPS will maintain an IT infrastructure within which an equitable distribution of resources provides support to every educational program and learning environment.</p>	<p>4.5.1 Annually balance proposals for infrastructure development and updated technological systems against curriculum requirements and budget constraints in order to ensure that students, teachers, and members of the support staff have the tools needed to ensure maintenance of an equitable and high quality learning and work environment.</p>	<ul style="list-style-type: none"> • <i>Percentage of computers replaced every four years.</i> • <i>Ratio of students to computers in each school.</i> • <i>% of IT service requests resolved within established time-frame.</i> • <i>% of buildings with high speed Internet as measured by the Future Ready Schools’ definition of “very high-bandwidth.”</i>
<p><u>4.6 Outdoor Learning and Recreational Opportunities</u> ACPS will ensure its outdoor recreation and learning spaces are accessible and appealing to the community.</p>	<p>4.6.1 Partner with the City of Alexandria and community organizations to ensure that school gardens, playfields, and other outdoor facilities are safe, equitable, and available to students and community members.</p>	<ul style="list-style-type: none"> • <i>Survey families using ACPS Insight Survey to determine satisfaction with ACPS outdoor recreation and learning spaces. Set goals for increasing levels of satisfaction over five-year period.</i>

²⁶ The Centers for Disease Control and Prevention’s Youth Risk Behavior Surveillance System (YRBSS) monitors six types of health-risk behaviors that contribute to the leading causes of death and disability among youth and adults, including behaviors that contribute to unintentional injuries and violence; sexual behaviors that contribute to unintended pregnancy and sexually transmitted diseases, including HIV infection; alcohol and other drug use; tobacco use; unhealthy dietary behaviors; and inadequate physical activity. For past results specific to ACPS see [2008 results](#).

5. Health and Wellness: ACPS will promote efforts to enable students to be healthy and ready to learn.

Why this is important: Students who are healthy are better able to learn and attend school than those who are not. Students with high levels of such “developmental assets” as family support, relationships with caring non-family adults, an ethos that promotes service to others, and safe environments are more likely to engage in positive social interactions and exhibit respect, tolerance, and self-discipline. Families that are knowledgeable about health and wellness activities are able to encourage their students to make healthy decisions and pursue active lifestyles.

Objectives	Strategies	Key Performance Indicators
<p>5.1 Student Physical, Social, and Emotional Health ACPS will develop, implement, and monitor effective programs that promote physical, social, and emotional wellness in order to maximize students’ learning potential.</p>	<p>5.1.1 Review practices and policies to ensure that they promote student health and learning. 5.1.2 Collaborate with community groups to develop in-school and out-of-school programs that build student skills in healthy decision-making, anger management, coping, and problem-solving. 5.1.3 Expand the offerings of the FACE Center and Parent Resource Center to include education for families on healthy habits. 5.1.4 Implement guidelines for differentiated support²⁷ for students with social/emotional needs. 5.1.5 In collaboration with community organizations, ensure that ACPS students have access to appropriate and affordable health care and insurance. 5.1.6 Implement a comprehensive and evidence-based family life education (FLE) curriculum for all students, including those with cognitive disabilities.</p>	<ul style="list-style-type: none"> ● Number of schools participating in the Governor’s Nutrition and Physical Activity Report Card or School Health Index assessment.²⁸ ● Participation in FACE and Parent Resource Center programs specific to health and wellness. ● Number of teachers by school trained to deliver the FLE curriculum. ● Track through existing ACPS databases the number of students who are accessing health and wellness services. ● Track the disaggregated number of students by school who are chronically absent (missing more than 10% of the days registered in school).

²⁷ ACPS is implementing the Multi-Tiered System of Support, a multi-step process of providing instruction and support to promote the academic and behavioral success of all children. Individual children’s progress is monitored and results are used to make decisions about further instruction and intervention. The MTSS process has three tiers. Each tier provides differing levels of support. **In the academic arena**, in Tier I, all students receive high quality curriculum and instruction in the general education classroom. The teacher assists all students. In Tier II, the school provides supplemental instructional support, usually in small groups, to students who need additional support to what they are receiving from the general curriculum. In Tier III, intense instructional support is provided to students with the greatest needs, with frequent progress monitoring. **In the arena of behavior**, in Tier I, all students are explicitly taught positive behavioral expectations. All teachers use a consistent approach to discipline. In Tier II, the school provides supplemental targeted behavioral skill interventions, usually in small groups. In Tier III, student-centered planning is used to develop customized interventions with frequent progress monitoring. A good introduction to MTSS is provided by Kansas’ Unified School District #350: Click here for the [English](#) and here for the [Spanish](#) version of the *Family Guide to Multi-Tier System of Supports*.

²⁸ [The Governor’s Nutrition and Physical Activity Scorecard](#) recognizes and rewards schools for encouraging healthy habits. Research-based “best practices” that support proper nutrition and increased physical activity for K-12 students form the basis of the Governor’s Nutrition and Physical Activity Scorecard. The best practices and policies recommended by the Virginia Action for Healthy Kids, national and state organizations, and the Joint Committee of the Board of Education and Board of Health are incorporated into the scorecard.

Objectives	Strategies	Key Performance Indicators
<p><u>5.2 Values, Experiences, Relationships, and Qualities that Benefit Young People</u>²⁹</p> <p>ACPS will help students develop positive attitudes, self-confidence, and self-direction by increasing the values, experiences, relationships, and qualities that have been identified to benefit young people.</p>	<p>5.2.1 Through cultural competency and other training workshops, ensure that every student has at least one adult in whom he/she can confide.</p> <p>5.2.2 Provide training to all members of the ACPS staff on how to build into their practice ways to support the development of the values, experiences, relationships, and qualities in students that help them gain positive attitudes and self-confidence and to become self-directed.</p> <p>5.2.3 Collaborate with community groups to promote the development of specific student values, experiences, relationships, and qualities on which to focus division-wide and in all youth-serving groups and within families.</p> <p>5.2.4 Conduct workshops in middle and high schools on the effects of alcohol, tobacco, and marijuana on brain/body and future consequences. (Partnership for Healthier Alexandria Plan)</p> <p>5.2.5 Incorporate elements of resilience development and mental health into school curricula. (ACPS Suicide Prevention Plan)</p> <p>5.2.6 Provide ongoing professional development for teachers related to children’s physical and emotional development. (SHAB³⁰ Recommendation)</p>	<ul style="list-style-type: none"> ● <i>Student participation in programs offered by the ACPS FACE program and School Counseling programs.</i> ● <i>Number of Developmental Assets reported by middle school and high school students.</i>³¹ ● <i>Complete the Benchmarks of Quality Assessments to determine fidelity of implementation of positive behavior plans.</i> ● <i>Number of risky behaviors reported by middle and high school students in the Youth Risky Behavior Survey.</i>³² ● <i>Report the ratio of students per Student Services staff members to address the serious educational, health, and wellness needs of the students.</i>
<p><u>5.3 Physical Fitness, Recreation, and Play</u></p> <p>ACPS will promote activities and curricula designed to promote lifelong commitments to active, healthy lifestyles among its students and to creative expression.</p>	<p>5.3.1 Provide ongoing in-service training for all administrators, teachers, school health professionals, and sports staffers on active-learning strategies.</p>	<ul style="list-style-type: none"> ● <i>Governor’s Nutrition and Physical Activity Report Card.</i>³³
<p><u>5.4 Safe Routes to Schools</u></p> <p>ACPS will encourage walking and bicycling and col-</p>	<p>5.4.1 Collaborate with community groups to promote safe walking and biking and advocate for infra-</p>	<ul style="list-style-type: none"> ● <i>Align ACPS benchmark metrics with the City Bike/Pedestrian Plan by the end of calendar</i>

²⁹ These elements are collectively known as “Developmental Assets,” a set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults. Additional information is available from the [Search Institute](#), with which ACPS collaborates.

³⁰ SHAB is the School Board’s [Student Health Advisory Board](#).

³¹ Past reports on the number of Developmental Assets are available for [2013](#) and [2010](#). In addition, the [Alexandria Children, Youth, and Families Collaborative Commission](#) published the [Alexandria Children and Youth Well-Being Profile](#). That profile includes data from the Developmental Assets survey for Arlington and Alexandria.

³² The 2008 Youth Risk Behavior Survey, conducted in connection with the Centers for Disease Control and Prevention, is available [here](#).

³³ See footnote 28.

Objectives	Strategies	Key Performance Indicators
<p>laborate with city authorities to ensure that safe routes are available and publicized in order that students will develop a sense of autonomy and healthy, life-long habits.</p>	<p>structures that support walking and biking, including sidewalks, safe crossings, and bicycle racks. 5.4.2 Include the benefits of walking and bicycling in the health and PE curriculum.</p>	<p><i>year 2015.</i></p>
<p><u>5.5 Healthy Meals and Nutrition</u> ACPS will ensure that all students are ready to learn by having the benefit of access to nutritious, appealing school meals and that lessons on the importance of nutritious foods are included in the curriculum.</p>	<p>5.5.1 Implement a plan to expand the number of students eating meals prepared by the ACPS School Nutrition Services staff. 5.5.2 Include nutrition education in the ACPS Health Curriculum at all grade-levels. 5.5.3 Promote the Wellness Policy³⁴ adopted by the Alexandria City School Board and the accompanying Wellness Guidelines.³⁵</p>	<p>• <i>Number of students eating meals prepared by ACPS School and Nutrition Services Staff.</i></p>

³⁴ www.acps.k12.va.us/board/manual/jhcf.pdf

³⁵ www.acps.k12.va.us/board/manual/jhcf-r.pdf

6. *Effective and Efficient Operations: ACPS will be efficient, effective, and transparent in its business operations.*

Why this is important: To maintain the confidence and trust of stakeholders, an organization must be responsible for implementing, and accountable for maintaining, sound business practices. As a steward of taxpayers' funds, ACPS must implement fiscal, administrative, and personnel practices that meet both legal requirements and accepted professional standards. All procedures regarding current and future budgets must be transparent, and ACPS must live within its means. ACPS must protect Alexandria's financial investment in its children and, in so doing, maintain its credibility and integrity through the use of a comprehensive performance management system.

Objectives	Strategies	Key Performance Indicators
<p><u>6.1 Fiscal Policies and Practices</u> ACPS will plan, manage, monitor, and report spending to provide decision-makers and the community with a reliable, accurate, and complete view of the financial performance of the educational system at all levels.</p>	<p>6.1.1 Align needs and resources. 6.1.2 Monitor spending throughout the year and provide reports to decision-makers and the community. 6.1.3 Align budgetary priorities and expenditures with Strategic Priorities.</p>	<ul style="list-style-type: none"> ● <i>Accuracy of financial forecasts and enrollment projections.</i> ● <i>Annual audit recommendations addressed in subsequent year's audit.</i>
<p><u>6.2 Continuous Improvement</u> ACPS will engage in cycles of continuous improvement at every level of the school division, and it will employ evidence-based decision-making in its consideration of process improvements, policy making, and budgeting and accountability.</p>	<p>6.2.1 Review all processes and systems used in ACPS and engage in a continuous cycle of <i>Plan—Do—Study—Act</i> to ensure that ACPS is maximizing efficiencies and effectiveness. 6.2.2 Pupil transportation operations are continuously reviewed to ensure they are safe and efficient.</p>	<ul style="list-style-type: none"> ● <i>Percentage of business operations departments' annual goals met.</i>
<p><u>6.3 Operational Efficiency and Performance Management</u> ACPS will focus resources on student learning by utilizing a comprehensive performance management system that ensures efficient, cost-effective business operations.</p>	<p>6.3.1 Design and implement a system for reviewing and maintaining business practices and procedures to ensure they are current, relevant, and supportive of mission requirements to provide educational opportunities for every ACPS student. 6.3.2 School Board advisory committees incorporate Strategic Plan goals, outcomes, and appropriate next steps in their reports to the School Board. 6.3.3 Maintain a transparent fiscal accounting regime for the operational, auxiliary, and capital-improvement budgets.</p>	<ul style="list-style-type: none"> ● <i>External audits focused on business practices, procedures, and efficiencies.</i>