

STRATEGIC PLAN

Learning for All



ADAPTABILITY



ANTI-RACISM



COMMUNICATION



CREATIVITY



CRITICAL
THINKING



EMPATHY



LEARNER'S
MINDSET



SOCIAL JUSTICE
AND INCLUSION

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Executive Summary

Below is an overview of the three goals of the Albemarle County Public Schools (ACPS) strategic plan – *Learning for All*. Though this summary doesn't replace 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 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, and 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 the ACPS community works. When we embolden 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 respects and champions 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 curricula, 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 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 overcrowding issues, and initiating an education foundation for equitably funding supplemental school budgets.



“It is so important to give a ‘North Star’ for what the priorities are for the school district to focus on that include the school system’s hopes, aspirations and dreams. We hope that if we do this well it will build an inclusive community and increase understanding of each other.” — Community and Business Members Small Group Discussion

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

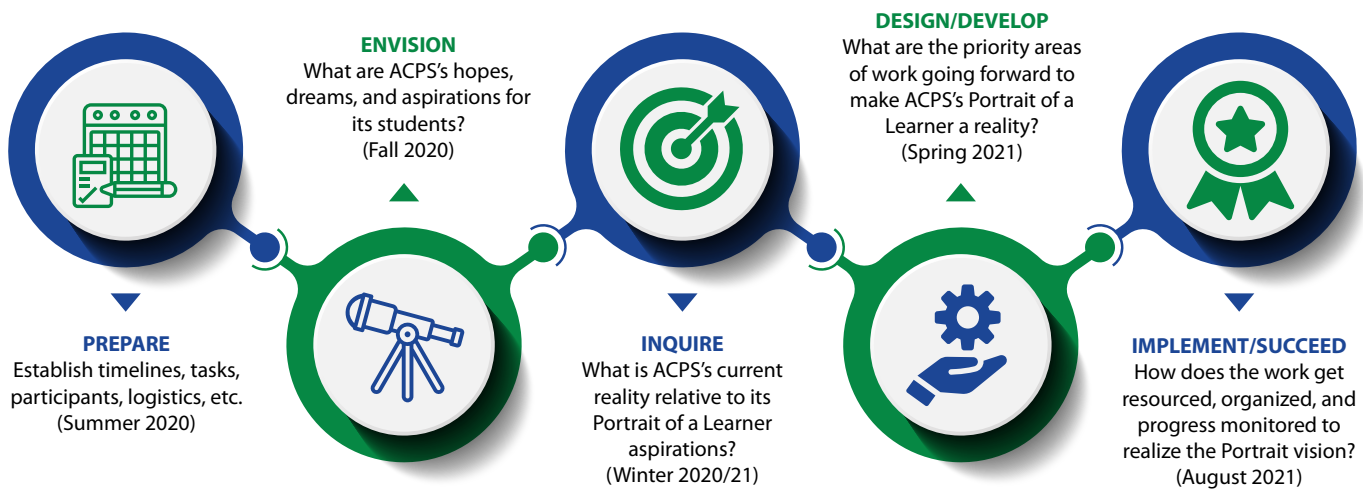
- **Equity** - We will provide every student with the level of support necessary to thrive.
- **Excellence** - We will mitigate barriers and provide opportunities for every student to be academically successful.
- **Family and Community** - We will engage with families and community partners and share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



“My child gets so frustrated memorizing content just to take a test. Problem solving, critical thinking skills they will actually use in daily life... I really like the new approach. I hope to see more of this. Teaching not only the dots but how to connect them. Bring out the gifts of the students.” — Parent, Community Forum participant

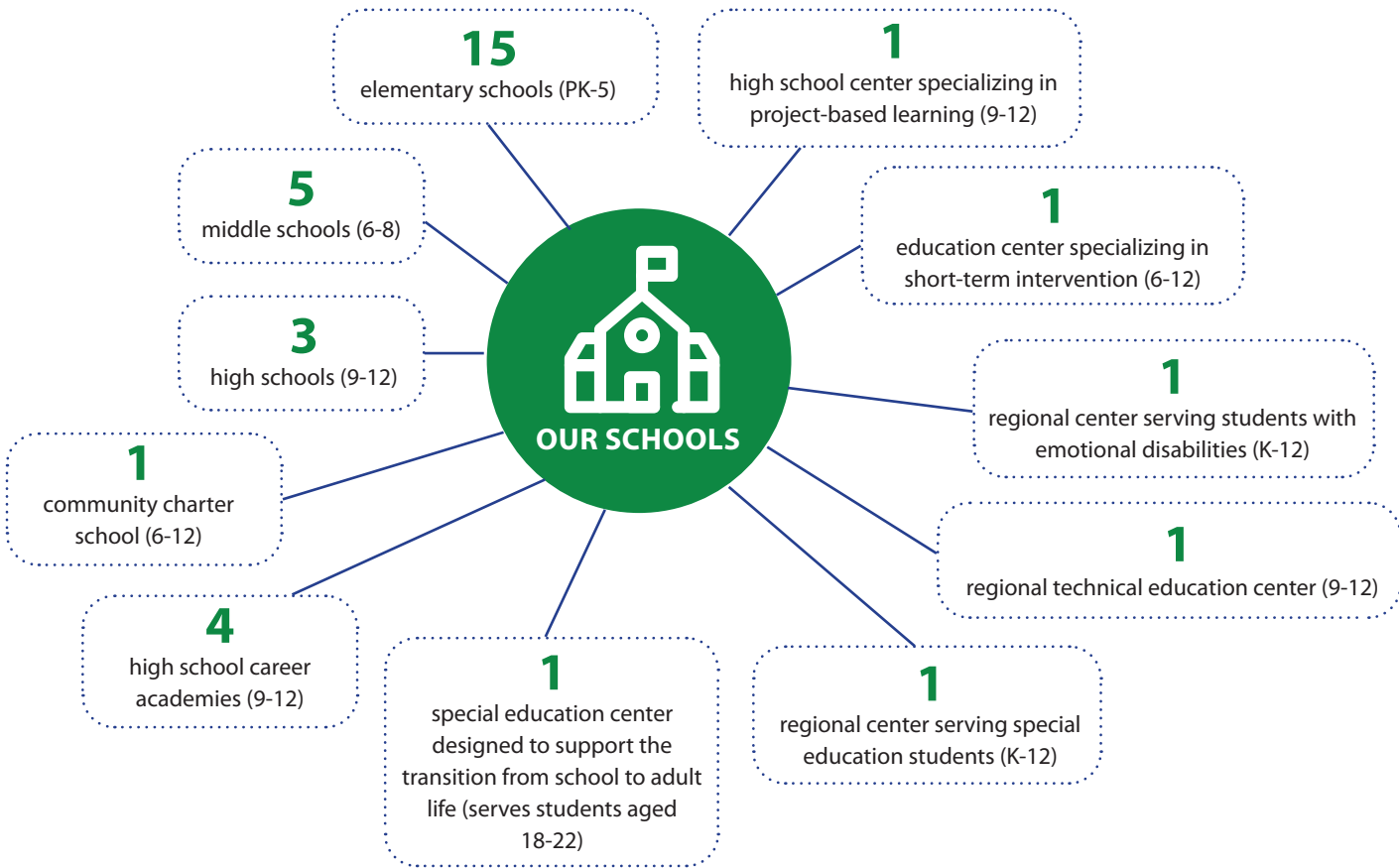
Our Process

Between February 2020 and the summer of 2021, over 90 ACPS students, family members, educators, other employees, and community members participated in the development of our new strategic plan, *Learning for All*. As a starting point, we investigated our current state and identified the priorities that would help bring to life the ACPS Portrait of a Learner. As a collective vision that articulates our community’s hopes for all of our students, the Portrait served as our guide — our “North Star” — for our strategic plan. Equipped with our new priorities, we developed and refined goals and strategies using a thorough vetting process and stakeholder feedback.



Division Background

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.



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**



**OUR EMPLOYEES
AS OF 2020-21**

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)



DATA SPOTLIGHT:

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.)



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%)



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 of Schools

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: 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.

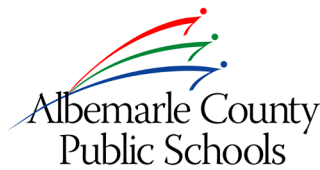
Many action plans will emerge from these goals. Guided by this document, our employees will develop and implement plans for specific programs and the metrics that will be used to assess their effectiveness. We will continually evaluate how well these actions lead to the achievement of goals, and we remain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



PORTRAIT OF A LEARNER



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AND INCLUSION



“This has been a great learning experience for us as parents. We have learned so much in our discussions and in being a part of this process.” — Parent, Design Team Member



“The competencies we’ve identified over the past few weeks really speak to the education of the whole child.” — Parent Group, Design Team

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. Show quickness in thoughts and actions. Respond productively to feedback, praise, setbacks, and criticism. 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.



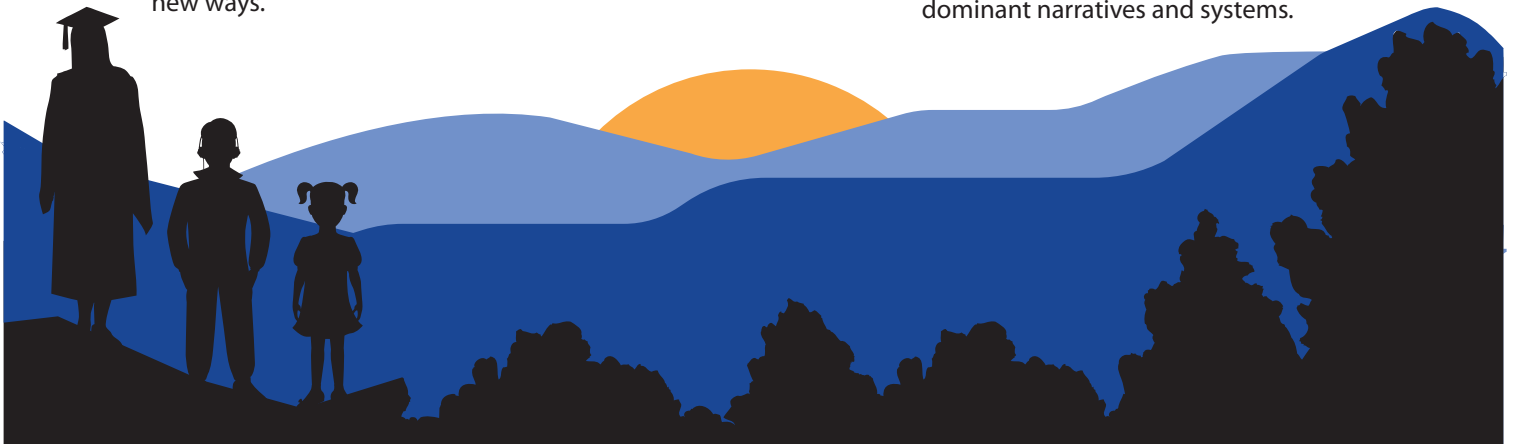
LEARNER'S MINDSET

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.

AFFIRMING AND EMPOWERING COMMUNITIES

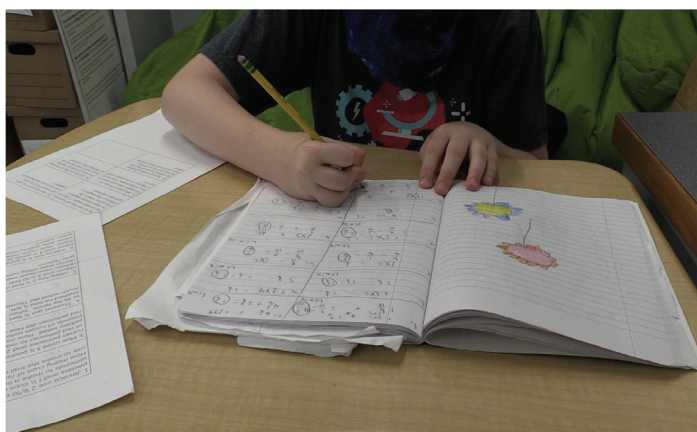
ACPS commits to developing a culturally-responsive environment that will respect and champion the diversity of life experiences of all stakeholders and supports the physical and mental health of our students, staff, and families so they are actively empowered to engage in our school community.

GOAL 2

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.



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.



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-wide 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 (SOL). These maps will be accompanied by basic pacing charts aligned with the checkpoints 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 (e.g., instruction, equity, etc.) with representatives from all relevant departments.

Strategy 5: ACPS will implement Virginia Department of Education- and School Board-adopted curricula and resources with fidelity. (e.g., 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.



“For some of us, sure, we would love a salary increase. However, we’ll probably be content with our current salary if there was more respect for our culture. Valuing me as a staff member means valuing me as a mom and a Latina.” — ACPS Staff

OBJECTIVE 1 SUCCESS MEASURES

- ★ SOLs — Achievement gaps closed and results better than state averages
- ★ Advanced Placement (AP) Test Performance — Results better than national averages and enrollment matches demographics
- ★ Dual Enrollment — Enrollment matches demographics
- ★ Course Grades — Reduction in course failures year over year and 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 Culturally Responsive Teaching 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 Professional Learning Community (PLC) teams moving up on seven stages of PLC tool increases each year
- ★ Development, implementation, measurement, and reporting on technology competencies for learning based on the SOL standards





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, lifelong 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-period academic 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 School Board Policy IKFD, *Pathways for Attaining Standard Units of Credit*.

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
- ★ Monitoring and reporting of 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 by school
- ★ Yearly increase in the number of credits awarded via alternative path to credit reported by school
- ★ 100% of students reporting an understanding of digital citizenship on the annual Speak Up Survey



“I’m excited to see that you are committed to student well-being, because I think this is often overlooked.”



“We appreciate the distinction between goals 1 & 2, purposefully focusing on mental health and experiences outside of academics.”
— ACPS Staff

3

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 Clusters, 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

- ★ Collection and reporting of 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
- ★ Percent 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:

ACPS will 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 as new ACPS staff or by 2026 for teachers under contract as of the 2020-21 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's Anti-Racism Policy and report progress to the School Board 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 that improve to reflect the student population
- ★ Percentage of staff with Culturally Responsive Teaching credentials increases to 100% by 2026
- ★ Staff demographic comparisons with the student body become proportionate by 2026
- ★ The annual Anti-Racism Policy Report reflects full implementation of the Anti-Racism Policy by 2026
- ★ School equity dashboards show decreasing gaps year over year

2

OBJECTIVE 2:

ACPS commits to supporting the physical and mental health of students, staff, and families.

STRATEGIES

Strategy 1: ACPS will adopt, implement, and measure the effectiveness of a social-emotional learning 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 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, to monitor climate survey data
- ✦ Devereux Student Strengths Assessment (DESSA) identification at or below national norms
- ✦ Increase in partnerships with organizations providing family support services
- ✦ Robust 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



“Transportation is a huge challenge, especially for immigrant families who may not have access to more than one car or even one car at all.” — ACPS Staff

3

OBJECTIVE 3:

ACPS will 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 multilingual communications platform to increase community engagement.

Strategy 2: ACPS will 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: ACPS will increase use of media outlets of which English is not the primary language.

Strategy 6: ACPS will 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
- ★ Percentage of community members accessing messages and web pages shows 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
- ★ Placement 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



4

OBJECTIVE 4:

ACPS will prioritize the safety of students, staff, families, and community through comprehensive prevention, preparedness, and response strategies to create a secure and supportive learning environment.

STRATEGIES

Strategy 1: ACPS will implement advanced security technologies, such as controlled access points, video surveillance, communication tools and protocols, and emergency alert systems. ACPS will regularly audit and update security protocols in partnership with local law enforcement.

Strategy 2: ACPS will ensure each school has a detailed and regularly updated emergency response plan, which includes procedures for a variety of potential threats (e.g., fire, lockdown, natural disasters). ACPS will conduct regular safety drills and provide clear communication channels for students, staff, and parents during crises.

Strategy 3: ACPS will establish school-based threat assessment teams to identify and address potential risks posed by students or external threats. ACPS will integrate mental health professionals into these teams to ensure early intervention for students displaying distressing behaviors.

Strategy 4: ACPS will create a supportive, inclusive, and respectful school culture that encourages open communication between students, staff, and families. ACPS will implement programs that emphasize anti-bullying, conflict resolution, and emotional well-being to reduce incidents of violence and aggression.

Strategy 5: ACPS will provide regular training to staff on crisis response, de-escalation techniques, recognizing behavioral warning signs, and managing security technologies. ACPS will ensure all staff members are prepared to act swiftly and efficiently in case of emergencies.



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:

ACPS will 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 appraisals so that they align annually with school and department improvement plans and encourage growth and support.

Strategy 3: ACPS will research, develop, and implement 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
- ★ Annual improvement in retention rate
- ★ 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 from division
- ★ Employee satisfaction levels stay ahead of national trends on nationally-normed satisfaction survey, such as Gallup
- ★ Increase in number of participants in employee forums each year

2

OBJECTIVE 2:

ACPS will 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 local government to align and overlap strategies to fully fund capital projects.

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

OBJECTIVE 2 SUCCESS MEASURES

- ★ Mitigation plan in development to address capacity issues at any school over 95% capacity
- ★ All buildings meet modernization standards
- ★ Buildings reduce carbon emissions
- ★ Increase in percentage of capital requests funded each year



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OBJECTIVE 3:

ACPS will 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 that 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 to 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 extracurricular programs as a result of greater access to programs
- ✦ More choices for students 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 number 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
- ✦ Development of and compliance with replacement cycles for all computer technology hardware and software



“It’s one thing to speak Spanish, and it’s another thing to understand the culture and be able to relate to the lived experiences. We need more Latino staff, specifically Latinos with immigrant experiences, at all levels throughout the county.”

— Parent & Community member

Thank you

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

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David Foreman	Christine Koenig	Siobhan Saul	

Additionally, ACPS held focus groups and surveyed the community on drafts of the Portrait of a Learner, as well as the strategic plan.



**Strategic Plan
Steering Committee**

Patrick McLaughlin
Helen Dunn
Jamie Gellner
Jasmine Fernández
Sissy Leatherwood

Superintendent

Matthew Haas

School Board

Graham Paige, Chair
Katrina Callsen, Vice-Chair
Kate Acuff
Jonno Alcaro
Judy Le
David Oberg
Ellen Osborne

*As of 2021

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 REFERENCE.

Academic mental health — refers to student mental health and specifically to the impact that coursework 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 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 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 Clusters — 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 career clusters

Common assessment — standardized assessment, formative or summative, used across all grade levels or courses so that student progress can be compared across a school or 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 in which students can earn college credit in conjunction with a local community college

Devereux Student Strengths 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

Environmental sustainability — behaviors that ensure future generations have the natural resources available to live a life equal to, if not better than, 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; allows the school division to adjust curricula, instruction, and assessment practices and identify 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, and technology software and hardware)

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

Learner's mindset — one of eight ACPS Portrait of a Learner competencies: 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

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 — annual evaluation for all staff members

Portrait of a Learner — the eight 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) — professional development model developed by Richard and Becky DuFour to structure time in which teachers meet together to discuss student performance on common assessments, share teaching strategies that result in higher levels of learning by students, and provide “real time” intervention that is immediate to the learning needs of 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 — ability to predict which student demographic groups are more likely to be successful according to both Virginia and federally mandated measures 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 as accountability measures as indicated in Virginia Department of Education’s 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 (SOL) — 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, 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 — 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



