

**ALEXANDRIA CITY
PUBLIC SCHOOLS**

**DIVISION PLAN
2003-2009**

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EXECUTIVE SUMMARY

The Challenges We Face

Challenges are not new to Alexandria's schools. Yet the demands we face today are unlike any before, and our schools must change in significant ways to address the challenges placed upon us by changing demographics, a state fiscal crisis, new federal requirements on schools and the ongoing revolution in technology and information access.

Changing demographics in the past decade. While our city's population increased 15% over the past ten years, housing costs also rose significantly, increasing the size of the city's affluent population but not the size of families. Our newest residents tend to be college graduates, young professionals and young married couples without children. Our foreign-born population doubled in size to one in four people, and Alexandria is now one of the country's immigrant gateways. One-third of Alexandria's families speak a language other than English in their homes. Many of our citizens did not prosper during the economic boom in the 1990s, and the gap between the haves and have-nots widened significantly in Alexandria in the last decade.

No Child Left Behind Act of 2001. Congress made major changes to federal education programs (including Title 1 programs that relate to educating low-income students) through the No Child Left Behind Act of 2001 (NCLB). This Act requires states to set high standards for student achievement and to assess each student in grades three through eight annually using tests tied to these standards. For the most part, this is already in place in Virginia with the Virginia Standards of Learning. However, NCLB takes accountability requirements to an even higher level by stipulating that minority students, free and reduced price lunch students, special education students, and ESL students must individually and collectively reach the same benchmarks as all other students. As yearly progress is calculated for each of our schools under NCLB, it is possible that schools that previously achieved full accreditation by Virginia standards will be labeled failing by federal standards because one or more of the disaggregated NCLB subgroups did not meet the mandated benchmark on standards-based tests. NCLB puts added pressure on our schools at a time when the needs of our students have increased.

Limited resources. Another challenge that faces our schools stems from Virginia's current fiscal crisis, the most significant financial crisis in state history. School aid will be reduced, which puts additional budgetary pressure on the City of Alexandria as it copes with resource reductions related to the current economic slowdown.

Technology. A final issue that we face is the challenge placed on our schools by the information/technology age. Providing our students with the knowledge and skills that they need to live and work in this rapidly changing world demands that we also provide them with an education that is vastly different from that which was offered even a decade ago.

The Division Plan as a Vision

While each Division in the State of Virginia is required to write a six-year Division Plan to address the Virginia Standards of Quality, Superintendent Perry decided to use this planning opportunity to design a process that would involve a broad sector of the ACPS staff in developing a vision for the future of Alexandria City Public Schools. A Division Leadership Team comprised of more than fifty teachers, principals, and Central Office staff participated in a collaborative effort that began with articulating a vision of where we wanted to be in six years and resulted in a strategic plan based on that vision.

Our vision for Alexandria City Public Schools is that all children will learn. Our mission – based on this vision – is that we, in partnership with our families and community, will educate effectively all learners to succeed in a changing world. We are not willing to say that any one child is expendable. And, we will do whatever it takes to teach all children. This vision is the basis for the 2003-2009 ACPS Division Plan.

Use of the Effective Schools Correlates to Realize Our Vision

For the past year, Superintendent Perry and her executive staff have been laying the groundwork for adoption of the Effective Schools Process as the basis for ACPS strategic planning. Understanding the Effective Schools Process is fundamental to understanding the approach of the Division Plan.

In the mid-1960s, the United States government funded studies of student achievement that became potent forces in the way schools operated in the last half of the 20th century. These studies by James Coleman and others indicated that socioeconomic class and parental/home support for learning were the determining factors in a child's academic success. Therefore, only certain students would succeed in school no matter what the schools did. This research led to the belief that the schools' main function was to provide information to students; whether or not they mastered that information was attributable more to their home environment and basic background than to the school.

In the late 1970s and early 1980s, Ron Edmonds set out to determine if, in fact, what occurs in schools can make a significant difference in student achievement. He conducted his research in schools in very poor areas of New York City. Edmonds found that in certain schools, even though they were located in desperately poor urban areas, students were achieving at high levels. This study was a milestone, as Edmonds's research indicated that the Coleman studies were wrong and that schools could make the difference in student achievement regardless of a child's home environment.

Other researchers replicated Edmonds's study in other cities. They, too, found students achieving in some schools despite the poor home environment from which they came. Researchers began to investigate what was happening in those schools where learning was occurring at high levels. Schools were carefully assessed to identify the specific characteristics present in each school. Next, researchers identified the characteristics consistent in all of the schools. This research is now known as the Effective Schools Research, and the school characteristics are called the Effective Schools Correlates. After years of work, Effective Schools researchers drew the following conclusion: When the correlates are in place, higher student achievement results.

Many U.S. schools utilize the Effective Schools Process for school improvement because it has a history of producing significant positive results in student achievement. ACPS leadership decided to use this model because its mission – learning for all – is our mission, and because we are convinced that using the correlates in our own school improvement planning is the best way to realize our vision for Alexandria City Public Schools.

Our Beliefs about Teaching and Learning

Most of the Division Leadership Team's work on the Division Plan took place in study groups, each of which focused on one or two of the Effective Schools Correlates. Before each work group developed goals and objectives, members articulated their beliefs about teaching and learning in a belief statement. These belief statements were combined to form a belief statement for Alexandria City Public Schools that is the basis for our Division Plan.

We believe:

- our mission of learning for all must guide every activity of the Alexandria City Public Schools.
- effective, shared leadership is a critical source of inspiration and key to accomplishing our mission.

- all students will reach their maximum potential when they are taught a rigorous curriculum in a climate of high expectations by teachers who believe in their capacity to teach all learners.
- we have the responsibility to ensure that all students learn. Students are motivated to learn when the learning is relevant to them.
- staff and students must have focused, uninterrupted time to deliver and receive effective instruction. Clear instructional goals and expectations must drive all scheduling decisions.
- ongoing assessment is essential and provides the foundation for diagnostic, prescriptive teaching and learning.
- students achieve when their progress is supported, monitored and celebrated.
- schools must be safe, orderly and free from the threat of physical and emotional harm.
- families, schools and the community must work together to ensure student success.
- accomplishing the mission requires continuous planning for organizational change.

The Division Plan as a Roadmap

This Division Plan states our vision, mission, broad goals, objectives and over-arching strategies as well as the specific work tasks that we believe will result in the achievement of the Plan's goals. It will serve as the roadmap for Alexandria's schools for the next six years.

Alexandria City Public Schools and the Virginia Department of Education require schools to assess the needs of their students and to develop collaboratively School Improvement Plans (SIP) to address those needs. In ACPS, the SIP is considered a "living document" continuously revised, with annual updates each fall. Going forward, SIPs will focus on the implementation of the goals, objectives, strategies and work tasks outlined in the Division Plan and will include priorities for student achievement and improving school programs.

ALEXANDRIA CITY PUBLIC SCHOOLS

DIVISION PLAN

*Alexandria City Public Schools, in partnership with our families and community,
will educate effectively all learners to succeed in a changing world.*

November, 2003

OUR MISSION

Alexandria City Public Schools, in partnership with our families and community, will educate effectively all learners to succeed in a changing world.

We believe:

- **our mission of learning for all must guide every activity of the Alexandria City Public Schools.**
- **effective, shared leadership is a critical source of inspiration and key to accomplishing our mission.**
- **all students will reach their maximum potential when they are taught a rigorous curriculum in a climate of high expectations by teachers who believe in their capacity to teach all learners.**
- **we have the responsibility to ensure that all students learn. Students are motivated to learn when the learning is relevant to them.**
- **staff and students must have focused, uninterrupted time to deliver and receive effective instruction. Clear instructional goals and expectations must drive all scheduling decisions.**
- **ongoing assessment is essential and provides the foundation for diagnostic, prescriptive teaching and learning.**
- **students achieve when their progress is supported, monitored and celebrated.**
- **schools must be safe, orderly and free from the threat of physical and emotional harm.**
- **families, schools and the community must work together to ensure student success.**
- **accomplishing the mission requires continuous planning for organizational change.**

A. Clear and Focused Mission

We believe that our mission of learning for all must guide every activity of the Alexandria City Public Schools.

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
A.1 The mission drives all of the activities of Alexandria City Public Schools.	A.1.1 The Division establishes and maintains a culture defined by a pervasive sense of mission.	A.1.1.1 Develop mission-focused team building strategies to use with groups at all levels of the Division.	Conduct mission-focused team building training at the School Board retreat.	Superintendent	Retreat agenda
			Conduct mission-focused team building training at the Administrative Academy.	Assoc Supt	Academy agenda
			Include references to the mission and training in the Superintendent's Convocation remarks.	Superintendent	Remarks
			Conduct mission-focused team building training in each department and at each school.	DLT; BLTs	Documentation of training
			Conduct mission-focused team building activities for community groups and PTAs.	Superintendent; Assoc Supt; DLT	Documentation of training
	A.1.2 The mission is the focus of Division decision-making.	A.1.2.1 Develop and utilize communication strategies so that the mission is evident in everything we say and do.	Promote the mission through a Division communication plan.	Dir-Info & Outreach	Division communication plan
			Develop within each School Improvement Plan a communication plan that supports the mission.	Principals; BLTs	SIPs

Division Plan

Alexandria City Public Schools, in partnership with our families and community, will educate effectively all learners to succeed in a changing world.

November 2003

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
		A.1.2.2 Implement the mission through Division budget policies and practices. A.1.2.3 Implement the mission through School Improvement Plans and school-level budgets.	Fund initiatives that support the mission. Reflect the mission through goals and objectives. Fund initiatives in schools that support the mission.	Superintendent; Senior Staff; Principals Principals; BLTs Principals; BLTs	ACPS Approved Operating Budget SIPs School budgets
	A.1.3 The mission drives the curriculum, instruction and assessment.	A.1.3.1 Provide a continuum of programs to meet the needs of all students. A.1.3.2 Differentiate instructional delivery to provide appropriate instruction and maximum challenge for all students. A. 1.3.3 Measure progress toward achieving the mission.	Identify and deliver programs according to student need. Train all instructional staff in differentiation strategies and evaluate their use with PEP. Identify assessment tools to measure progress toward the mission. Provide a list of assessment tools for use by departments and schools.	All departments and schools Dir-Staff Develop; all evaluators Dir-Mon & Eval; Curr & Instruct Dir-Mon & Eval; Curr & Instruct	Course selection guides; program descriptions PEP; TAG Differentiated Plans; Intervention Plans List of assessment tools Documentation of use of assessment tools
	A.1.4 Alexandria school staff understands and is committed to the mission.	A.1.4.1 Create a common understanding and vocabulary for the mission. A.1.4.2 Develop and implement a variety of strategies to elicit staff	Develop a glossary of terms. Inform staff at each school of the Division Plan and the process used in Plan	DLT DLT; Principals; BLTs	Glossary Staff meeting agendas

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
		<p>support for the mission.</p> <p>A.1.4.3 Educate staff about the culture, demographics and expectations of Alexandria schools.</p>	<p>development.</p> <p>Develop talking points (using Points of Pride) to be used by Principals and Program Directors.</p> <p>Utilize talking points to educate staff about ACPS.</p>	<p>Dir-Info & Outreach</p> <p>Principals; Program Directors</p>	<p>Talking points</p> <p>Evidence of use of talking points</p>
	<p>A.1.5 Alexandria families and the community are knowledgeable about and committed to the mission.</p>	<p>A.1.5.1 Develop and implement a variety of outreach strategies to promote understanding of and support for the mission.</p>	<p>Develop a communication plan that clearly communicates the mission to families and the community.</p> <p>Maintain a Division-level presence at key school-based and community events.</p>	<p>Dir-Info & Outreach</p> <p>Superintendent; Senior Staff</p>	<p>Artifacts & evidence of their use</p> <p>Documentation of attendance</p>

B. Leadership

We believe that effective, shared leadership is a critical source of inspiration and key to accomplishing our mission.

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
B.1 Alexandria school leadership creates a climate conducive to the mission.	B.1.1 The Central Office supports schools in creating a climate conducive to accomplishing the mission.	B.1.1.1 Communicate a clear vision of learning for all and continuous improvement.	Include the mission on all correspondence and the ACPS website.	Dir-Info & Outreach; Webmaster	Documents; displays; website
			Reference learning for all and continuous improvement at events and activities.	Superintendent; Senior Staff	Direct observation
			Focus principals' meetings and breakout sessions on curriculum/ instruction and student achievement issues.	Curr & Instruct	Principals' meetings agendas
		B.1.1.2 Support principals in supervising the alignment, coordination and delivery of curriculum and programs.	Align SOL and curriculum changes with Pacing Guides and interval testing; post prior to school openings.	Curr & Instruct	Timely distribution of Pacing Guides
			Provide schools with current information and resources that reflect the latest research and best practices.	Curr & Instruct; Staff Develop	Documentation of information provided
			Conduct ongoing vertical committee meetings to facilitate K-12 articulation and update compliance with State and local requirements.	Curriculum Spec	Agendas & minutes
B.1.1.3 Support schools in recruiting, selecting, supervising, training, evaluating and retaining quality personnel.	Develop and implement an aggressive recruitment plan to identify highly qualified teachers, particularly in areas of critical need.	HR	Recruitment plan		

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
			Assist in the hiring of staff by direct participation and/or development of interview questions and rubrics.	HR; Curr & Instruct	Interview question bank; interview team
			Respond to hiring recommendations in a timely fashion to facilitate employment of highly qualified teachers.	HR	Contracts
			Develop a comprehensive induction program that assimilates new staff and provides continuing staff support.	HR; Curr & Instruct; Dir-Staff Develop	Induction program
			Conduct formal and informal observations to monitor instruction and program delivery.	Directors, as appropriate; Curriculum Spec; PEP Spec	Observation notes/ reports
			Conduct periodic comparative studies of salaries and working conditions of all employee groups to ensure competitiveness with surrounding divisions.	HR	Comparative studies
		B.1.1.4 Support schools in implementing staff development plans that are consistent with program evaluation results and School Improvement Plans.	Analyze Division and school-based data to determine staff development needs.	Curr & Instruct; PEP Spec; Principals; BLTs	Documentation of analysis
			Assist schools in formulating school-based staff development plans focused on identified school needs.	Curr & Instruct; Dir-Staff Develop; Principals; BLTs	SIPs

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
		<p>B.1.1.5 Provide additional support to schools as needed and/or requested.</p>	<p>Provide staff development resources to schools.</p> <p>Assist schools in implementing their staff development plans.</p> <p>Increase the availability of Central Office staff for consultation, technical support and collaborative problem solving.</p> <p>Consult with principals to determine the potential impact of a major decision prior to the decision.</p>	<p>Dir-Staff Develop</p> <p>Dir-Staff Develop</p> <p>Senior Staff</p> <p>Senior Staff</p>	<p>Documentation of resources provided</p> <p>Documentation of assistance</p> <p>Documentation of assistance</p> <p>Documentation of consultations</p>
	<p>B.1.2 Principals are the key instructional leaders in schools.</p>	<p>B.1.2.1 Communicate a clear vision of learning for all and continuous improvement.</p> <p>B.1.2.2 Supervise the alignment, coordination and delivery of programs and curriculum.</p>	<p>Include mission on all materials sent home.</p> <p>Communicate mission to students and parents at assemblies, activities and events.</p> <p>Monitor instruction through frequent walkthroughs and observations.</p> <p>Conduct routine planning meetings to improve student performance.</p> <p>Utilize a variety of internal communication vehicles to maintain focus on curriculum and instruction.</p>	<p>School-Based Staff</p> <p>School-Based Staff</p> <p>Principals; Bldg Admins; PEP Spec</p> <p>Principals; Teachers</p> <p>Principals</p>	<p>Documents reviewed</p> <p>Event agendas</p> <p>Documentation of observations</p> <p>Agendas & meeting minutes</p> <p>Artifacts in PEP Administrator portfolios</p>

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
		<p>B.1.2.3 Select, supervise, evaluate and retain quality personnel.</p> <p>B.1.2.4 Provide staff development consistent with program evaluation results and School Improvement Plans.</p> <p>B.1.2.5 Build the leadership capacity of the staff.</p>	<p>Appoint representative interview committees; use team-developed interview questions.</p> <p>Adhere to Human Resources timeline in evaluation schedules.</p> <p>Include staff development plans in School Improvement Plans.</p> <p>Collaborate with Director of Staff Development to meet identified needs</p> <p>Expand leadership opportunities in schools.</p> <p>Encourage identified building leaders to participate in Division-level leadership opportunities.</p>	<p>Principals</p> <p>All evaluators</p> <p>Principals; BLTs</p> <p>Principals; Dir-Staff Develop; BLTs</p> <p>Principals</p> <p>Principals</p>	<p>Documentation of interview protocols for posted positions</p> <p>Summative evaluations</p> <p>SIPs</p> <p>SIPs</p> <p>Lists of opportunities</p> <p>Documentation of participation</p>
	<p>B.1.3 Teachers and educational specialists are the key instructional leaders in the classroom.</p>	<p>B.1.3.1 Support the accomplishment of SIP goals in the classroom.</p>	<p>Review and analyze student and school-based data.</p> <p>Identify personal professional growth goals that are aligned with needs reflected in school and classroom data.</p> <p>Take advantage of Division staff development opportunities to build personal capacity.</p>	<p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Documentation of analysis</p> <p>Documentation of professional goals</p> <p>Documentation of participation in training</p>

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
		B.1.3.2 Share in school and Division leadership.	<p>Review student progress and professional growth regularly to inform instructional planning; revise instructional strategies as needed.</p> <p>Collaborate with Division and building-level colleagues in developing strategies to meet students' needs.</p> <p>Participate in school-based and Division committees and projects.</p>	<p>Teachers</p> <p>Teachers; Educational Spec</p> <p>Teachers</p>	<p>PEP</p> <p>Differentiated plans; IEPs; Intervention Plans; lesson plans</p> <p>Agendas & minutes; rosters of committee membership</p>
	B.1.4 Alexandria school leaders foster a collegial environment for educators and students.	<p>B.1.4.1 Promote trusting and respectful relationships among students and staff.</p> <p>B.1.4.2 Promote positive interactions and professional relationships among staff.</p>	<p>Develop training to promote multi-cultural awareness and respect for diversity.</p> <p>Explore options for smaller learning communities within larger school settings.</p> <p>Create opportunities for student-adult and student-student mentoring relationships.</p> <p>Provide opportunities for staff interaction, collaboration and collegiality.</p> <p>Identify strategies to recognize staff contributions.</p>	<p>Dir-Staff Develop; Principals; Teachers</p> <p>TC Williams Ed Planning Committee</p> <p>Bldg Admins; School Support Teams; Teachers; Students</p> <p>Bldg Admins; Teachers</p> <p>Bldg Admins; Teachers</p>	<p>Training plan</p> <p>TCW Education Plan</p> <p>Anecdotal records</p> <p>Documentation of opportunities</p> <p>Documentation of identified strategies and recognitions</p>

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
B.2 Division leadership establishes practices that are in line with the Division Plan.	B.2.1 Instruction is plan-driven, rather than program-driven.	B.2.1.1 Evaluate programs before they are implemented, continued or discontinued.	Identify or develop and use criteria to evaluate programs.	Dir-Mon & Eval; Curr & Instruct	Evaluation criteria; program evaluations
			Determine evaluation criteria, process and timetable prior to the implementation of new programs.	Dir-Mon & Eval; Curr & Instruct	New program evaluations
	B.2.2 The Division Plan drives School Improvement Plans.	B.2.2.1 Develop and implement School Improvement Plans that align with the Division Plan.	Review the Division Plan at the beginning of the school year and periodically throughout the year.	Principals; BLTs	Documentation of review
			Modify SIPS as appropriate to align with the Division Plan.	Principals; BLTs	SIPs

C. Climate of High Expectations for Success

We believe that all students will reach their maximum potential when they are taught a rigorous curriculum in a climate of high expectations by teachers who believe in their capacity to teach all learners.

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
C.1 Alexandria educators have high expectations for all students and believe that each student will succeed.	C.1.1 Alexandria educators create a culture of high expectations in each school and classroom.	C.1.1.1 Facilitate attitudes among educators that students can and will succeed.	Model high expectations through personal example.	Principals; Bldg Admins; Teachers	Anecdotal records
	C.1.2 Alexandria educators believe and demonstrate that all students can master grade level skills and content.	C.1.2.1 Develop a broad array of strategies to assure that all students achieve mastery.	Build a strong repertoire of varied teaching strategies to meet the learning needs of all students.	Curr & Instruct; all school staff	Observations; teacher evaluations
Create specific staff development workshops to address strategies.			Dir-Staff Develop; Principals; BLTs	Menu of workshops	
			Provide appropriate interventions and supports to all students.	Teachers	Intervention plans
			Motivate students by attaching appropriate incentives, relevance and practical application to instruction.	Teachers	PEP observations
		C.1.2.2 Report student progress toward mastery of grade level objectives.	Revise K-8 report cards to reflect objective mastery.	Task force of teachers and administrators to revise report cards	Revised report cards

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
	C.1.3 Alexandria educators encourage all students to achieve excellence.	C.1.3.1 Teach a rigorous curriculum to all learners. C.1.3.2 Recognize and celebrate excellence.	Design and implement a roadmap to lead students from their current level of performance to their highest possible level of achievement. Include in SIPs a variety of vehicles for recognizing student achievement. Develop strategies to encourage family involvement in honoring student achievement.	Teachers Principals; BLTs Fam Involve Coord; Principals; Teachers	Lesson designs and intervention plans SIPs Family involvement strategies
	C.1.4 ACPS educators believe they have the capability to help all students achieve mastery.	1.4.1 Provide staff development that will give teachers the skills, strategies and confidence to teach all students.	Develop teacher training that addresses a variety of strategies including differentiated instruction.	Dir-Staff Develop	Completed training
C.2 Families understand the high expectations that ACPS educators hold for their children.	C.2.1 Families are knowledgeable about grade level expectations.	C.2.1.1 Educate families about grade level standards, assessment tools, performance expectations, academic programs and promotion-retention policies. C.2.1.2 Increase parent understanding of the 6-12 Program of Study.	Schedule meetings with families to disseminate information on expectations. Develop and target print material provided to families. Include grade level expectations in Division and school communication plans. Develop Program of Study Guides that clearly articulate the 6-12 learning experience.	School-Based Staff Info & Outreach; Curr & Instruct Dir-Info & Outreach; Principals; BLTs Secondary ExecDir; Dir-Info & Outreach	Documentation of meetings Print material Division and school communication plans Program of Study Guides

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
<p>C.3 The public is aware of the programs and benefits provided by ACPS.</p>	<p>C.3.1 The Alexandria community is knowledgeable of the programs, benefits and positive results that occur in ACPS.</p>	<p>C.3.1.1 Increase community awareness of programs and positive outcomes that occur in ACPS.</p>	<p>Develop and implement a communication plan to increase community awareness of ACPS programs and positive outcomes.</p> <p>Survey a broad spectrum of the community regularly to determine customer satisfaction.</p>	<p>Dir-Info & Outreach</p> <p>Dir-Info & Outreach</p>	<p>Communication plan</p> <p>Completed surveys</p>

D. Effective Instruction

We believe that we have the responsibility to ensure that all students learn. Students are motivated to learn when the learning is relevant to them.

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
D.1 All members of the Alexandria school community accept their individual and collective responsibility to ensure that all students learn.	D.1.1 Employees understand and articulate the relationship between their job and student achievement.	D.1.1.1 Provide appropriate training and incentives to motivate all employee groups to link specific job responsibilities with student achievement.	Conduct by employee group training that addresses the developmental, psychosocial and motivational needs of K-12 learners.	HR; Dir-Staff Develop	Documentation of training
			Design and use banners, posters, buttons and other artifacts that reinforce the connection between job and student learning.	Info & Outreach	Artifacts
D.2 Alexandria educators differentiate instruction to meet the needs of the individual student.	D.2.1 Alexandria educators design and deliver instruction that is diagnostic and prescriptive and results in continuous progress and learning.	D.2.1.1 Utilize assessment data to create individual learning plans.	Incorporate in plans appropriate interventions to match student needs.	Principals; Teachers	Plans
			Conduct quarterly planning meetings for content and grade level teams to review student progress.	Principals; Teachers	Documentation of meetings
	D.2.2 Alexandria educators utilize a repertoire of high yield instructional strategies that address varied learning styles and achievement levels.	D.2.2.1 Identify specific high yield strategies for NCLB subgroups.	Monitor and adjust student learning plans as warranted.	Principals; Teachers	Plans
			Provide training in identified strategies.	Dir-Staff Develop; Principals	Documentation of training
		Monitor the use of identified strategies through PEP.	Bldg Admins; PEP Spec	PEP	

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
		D.2.2.2 Increase and improve the use of technology as a key instructional tool.	Identify and implement ILS programs. Provide ongoing training and support in technology to all instructional staff. Monitor the use of technology through PEP.	Curr & Instruct; ITS Curr & Instruct; Dir-Staff Develop; TRTs; ITS Principals; TRTs; PEP Spec	ILS program implementation Documentation of training PEP
	D.2.3 Teachers tailor the level and pace of instruction to match the needs of the individual learner.	D.2.3.1 Incorporate differentiated activities within daily lesson plans.	Plan and utilize reteaching strategies as appropriate. Plan and utilize enrichment activities to encourage the use of higher order thinking skills.	Principals; Teachers Principals; Teachers	Lesson plans Lesson plans
D.3 Alexandria schools align the curriculum, instruction and assessment.	D.3.1 The focus of schools is the teaching and learning of the curriculum.	D.3.1.1 Utilize the approved Pacing Guides to plan and deliver instruction.	Conduct routine observations and walkthroughs to monitor the alignment of instruction with the Pacing Guides.	Principals; Curriculum Spec; Peer Coaches; PEP Specialists	Documentation of observations
	D.3.2 Instruction is data-driven and results-driven.	D.3.2.1 Increase teacher proficiency in utilizing data-driven instruction. D.3.2.2 Administer quarterly assessments in core content areas and use the results to make instructional decisions.	Make data from SOL and other standardized tests available to teachers in a timely manner. Conduct training to increase teacher competence in the use of data for instructional planning. Use data to make plans for reteaching, enrichment or intervention.	Mon & Eval; Principals Mon & Eval; Dir-Staff Develop; Principals Principals; Teachers	Data Documentation of training & participation Plans

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
	D.3.3 Evaluation of instruction and instructional techniques is systematic and continuous.	D.3.3.1 Collect and analyze performance data frequently and use data to adjust instruction.	Conduct observations to ensure that instruction reflects use of data.	Principals; PEP Spec	PEP

E. Opportunity to Learn & Time on Task

We believe that students and staff must have focused, uninterrupted time to deliver and receive effective instruction. Clear instructional goals and expectations must drive all scheduling decisions.

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
E.1 Alexandria schools maximize time for teaching and learning.	E.1.1 Alexandria schools provide adequate time for mastery.	E.1.1.1 Identify and accommodate students who need more time for mastery.	Plan appropriate accommodations and schedule additional opportunities to provide needed remediation.	Principals; Teachers	Documentation of accommodations
		E.1.1.2 Minimize non-instructional interruptions to increase time on task.	Expand the kindergarten preparation program to additional locations.	Curr & Instruct; State and Federal Programs	Program implementation
			Conduct a system-wide “time on task” audit to identify common practices that reduce instructional time and adjust practices as necessary.	Mon & Eval; Curr & Instruct	Audit
			Design schedules to minimize interruptions to core instructional time.	Principals; Teachers	Schedules
	E.1.2 Clear instructional goals and expectations drive scheduling decisions.	E.1.2.1 Develop schedules that maximize student time on task.	Develop and utilize creative scheduling strategies such as modified school calendars and/or longer school days.	Superintendent; Executive Staff; Principals; Teachers	School & classroom schedules
			Design schedules to promote teaming, cross-curricular planning and curriculum integration.	Principals; Teachers	School schedules

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
E.2 Alexandria schools value and protect teachers' time.	E.2.1 Alexandria schools recognize the importance of protecting a teacher's time for students, instruction and planning.	E.2.1.1 Streamline administrative responsibilities and paperwork to the greatest extent possible.	Identify and utilize timesaving strategies, particularly technology, to complete administrative/ record-keeping tasks.	Curr & Instruct; ITS	Identified strategies
	E.2.2 Alexandria schools support teachers by providing instructional resources.	E.2.2.1 Identify a variety of resources and materials to support effective instruction.	Utilize the SASI resources module to create a clearinghouse of lesson plans and materials that are aligned with the ACPS curriculum.	Curr & Instruct; ESL; Student Serv	SASI Clearinghouse
			Develop curriculum maps to accompany the Pacing Guides.	Curr & Instruct	Curriculum maps
		E.2.2.2 Implement technology initiatives that promote student learning.	Continue the laptop initiative at grade 9.	Curr & Instruct; ITS	Initiative implementation
			Expand the laptop initiative to include grades 10-12.	Curr & Instruct; ITS	Initiative implementation
			Expand the laptop initiative to include grades 6-8.	Curr & Instruct; ITS	Initiative implementation

F. Frequent Monitoring of Student Progress

We believe that ongoing assessment is essential and provides the foundation for diagnostic, prescriptive teaching and learning. Students achieve when their progress is supported, monitored and celebrated.

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
F.1. Alexandria schools use assessment to guide instruction and monitor student progress.	F.1.1 Alexandria schools align assessment with the curriculum.	F.1.1.1 Utilize assessment data to reflect on and revise instructional strategies.	Review data to determine school, grade level and individual student strengths and weaknesses. Utilize instructional strategies to target areas for improvement.	Bldg Admins; Teachers Bldg Admins; Teachers	Disaggregated data SIPs
		F.1.1.2 Improve staff ability to assess accurately student mastery of objectives.	Provide training in use of disaggregated data.	Dir-Mon & Eval; ITS; TRTs	Documentation of training; data use
		F.1.1.3 Make a variety of assessment tools available to teachers and educate teachers in their design and use.	Provide training to increase staff proficiency in the design and use of valid instruments.	Mon & Eval; Curr & Instruct	Identified & developed assessment tools; documentation of training
			Select and utilize an intelligent tutoring system that provides instructional and assessment support to teachers and students	Dir-Mon & Eval; Curr & Instruct; ITS	Selection of an intelligent tutoring system; documentation of its use
		F.1.1.4 Evaluate assessment tools to determine their efficacy in helping students achieve mastery.	Identify and use criteria to determine efficacy of assessments.	Dir-Mon & Eval; Curr & Instruct	Criteria; documentation of evaluation

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Depts Responsible	Evidence of Completion
		F.1.1.5 Align assessment tools with Pacing Guides.	Design quarterly tests that align with Pacing Guides.	Curr & Instruct; Principals; Teachers	Quarterly tests
	F.1.2 Teachers use assessment to provide feedback on student learning.	F.1.2.1 Teach students to become reflective learners. F.1.2.2 Inform families on student progress toward mastery.	Teach students to use their test results to improve their learning. Use test results and other data sources to inform families of student progress.	Teachers; Students Principals; Teachers	Lesson plans Documentation of meetings with families; report cards

G. Safe and Orderly Environment

We believe that schools must be safe, orderly, and free from the threat of physical and emotional harm.

Goals	Objectives	Strategies	Work Task(s)	Person(s)/ Dept Responsible	Evidence of Completion
G.1 Alexandria school buildings are safe, orderly, healthy, clean, comfortable, welcoming, accessible and in good working order.	G.1.1 Alexandria school buildings and grounds are safe and comfortable for students, staff and the community.	G.1.1.1 Assess regularly the conditions of school buildings and grounds.	Conduct end-of-the-year needs assessment in each school to determine the condition of the school's physical environment.	Principals; Building Engineer; Teachers	Needs assessment
			Monitor and communicate the status of requested improvements/ repairs.	Facilities; Principals	Completed work orders or other written documentation
			Monitor grounds and perform maintenance as needed for safety.	Principal; Building Engineer; School Safety Committee; Safety Officer	Monthly safety reports
			Monitor interior/exterior equipment and submit work orders for needed repairs.	Principal; Building Engineer; School Safety Committee; Facilities	Completed work orders or other documentation
		G.1.1.2 Provide sufficient staffing to maintain clean and safe buildings and grounds.	Determine appropriate staffing.	Facilities & HR	Identified staffing needs
			Explore maintenance/ landscaping outsourcing alternatives	Superintendent; AsstSup-Finance; Facilities	Collected bids & proposals
			G.1.1.3 Provide staff development to the maintenance staff to ensure effective job performance.	Dir-Staff Develop; Dir-HR	Documentation of training

Goals	Objectives	Strategies	Work Task(s)	Person(s)/ Dept Responsible	Evidence of Completion
	G.1.2 Alexandria schools are welcoming to students, staff and the community.	<p>G.1.2.1 Create standard operating procedures for all school staff to ensure welcoming schools.</p> <p>G.1.2.2 Improve curb appeal of schools.</p> <p>G.1.2.3 Post interior and exterior signs that are user-friendly and informative.</p>	<p>Identify desirable and appropriate office behaviors for relating to the public and train office staffs in their use.</p> <p>Include expected behaviors in office staff job descriptions and evaluation criteria</p> <p>Create a plan to improve the exterior appearance of schools.</p> <p>Implement plan to beautify school exteriors.</p> <p>Identify information that needs to be communicated.</p> <p>Obtain and install needed signs in English, Spanish, Braille and other languages as appropriate.</p>	<p>HR; Principals; Dir-Info & Outreach</p> <p>HR; Principals</p> <p>Facilities; Principals; PTAs</p> <p>Facilities; Principals; PTAs</p> <p>Info & Outreach; Principals</p> <p>Facilities; Info & Outreach; Principals</p>	<p>Identified behaviors</p> <p>Job descriptions & evaluation criteria</p> <p>Beautification plan</p> <p>Improved curb appeal of schools</p> <p>Identified information</p> <p>Completed signage</p>
	G.1.3 Alexandria schools promote healthy and safe living.	G.1.3.1 Communicate and model standard operating procedures for safe health practices.	<p>Identify standard operating procedures for safe health practices.</p> <p>Communicate safe health practices to staff, students and families.</p>	<p>Pupil Services; Safety Officer; Student Services; School Nurses</p> <p>Principals; School Nurses</p>	<p>Identified practices</p> <p>Documentation of communication practices</p>

Goals	Objectives	Strategies	Work Task(s)	Person(s)/ Dept Responsible	Evidence of Completion
		<p>G.1.3.2 Evaluate current meal and snack offerings and upgrade nutritional value where possible.</p>	<p>Identify strategies to evaluate current meal and snack offerings.</p> <p>Upgrade the nutritional value of offerings where possible.</p>	<p>Dir-Food Services</p> <p>Dir-Food Services</p>	<p>Completed evaluation</p> <p>Upgraded offerings</p>
	<p>G.1.4 Alexandria schools are secure and prepared to respond to emergency situations.</p>	<p>G.1.4.1 Implement plans to address emergency and crisis situations.</p>	<p>Provide schools with a format for school emergency preparedness plans.</p> <p>Review and revise emergency plans annually.</p> <p>Train school personnel in crisis response.</p> <p>Monitor the implementation of school emergency preparedness plans.</p> <p>Monitor School Safety Audit Protocols.</p> <p>Improve the “Shelter-in-Place” procedures and mental health training.</p> <p>Identify a variety of options for communication with families during a crisis.</p>	<p>Facilities</p> <p>Principals; School Safety Committees; Safety Officer</p> <p>Principal; Safety Office; School Safety Committee</p> <p>Dir-Facilities; Safety Officer</p> <p>Facilities</p> <p>Principals; School Safety Committees; Safety Officer</p> <p>Info & Outreach; Facilities; Principals; School Safety Committees</p>	<p>Plan format</p> <p>School Emergency Preparedness Plans</p> <p>Documentation of training</p> <p>Documentation of submitted plans</p> <p>Report Audit Protocols</p> <p>School Emergency Plans</p> <p>Communication plan</p>

Goals	Objectives	Strategies	Work Task(s)	Person(s)/ Dept Responsible	Evidence of Completion
			Inventory and maintain equipment related to emergency-preparedness and school security.	Principals; School Safety Committees	Inventory
	G.1.5 Well-managed and orderly schools nurture student learning.	G.1.5.1 Enforce ACPS Student Guidelines consistently.	Communicate ACPS Student Guidelines to administrators, teachers, students and parents.	Dir-Pupil Services	Documentation of distributed guidelines
		G.1.5.2 Promote among all staff acceptance of shared responsibility for the conduct and welfare of all students.	Develop school and classroom level behavior management and discipline plans.	Principals; School Support Teams; Teachers	School/classroom behavior management & discipline plans
		G.1.5.3 Develop transition strategies so that students understand the behavioral expectations of the next level/ alternative program.	Communicate the expectation that all adults in a building are responsible for all students.	All School Staff	Anecdotal records
			Identify strategies that will communicate clearly behavioral expectations at the major points of transition between grade levels.	Bldg Admins; School Support Teams; Teachers	Documentation of identified strategies
			Communicate behavioral expectations to students and parents.	Bldg Admins; School Support Teams; Teachers; Parents	Documentation of communication
G.2 Students model good moral character.	G.2.1 Alexandria students are responsible for their own actions.	G.2.1.1 Utilize programs that encourage positive and constructive behavior.	Provide opportunities for students to participate in the life and leadership of the school.	Bldg Admins; Teachers	Documentation of opportunities

Goals	Objectives	Strategies	Work Task(s)	Person(s)/ Dept Responsible	Evidence of Completion
		<p>G.2.1.2 Provide strategies to address negative peer pressure and bullying.</p>	<p>Provide training to school staff to equip them to deal with negative peer pressure and bullying.</p>	<p>Dir-Staff Develop; School Support Teams; Principals</p>	<p>Documentation of training</p>
		<p>G.2.1.3 Provide programs that facilitate health and substance abuse awareness</p>	<p>Assess the effectiveness of current health and substance abuse programs and revise as appropriate.</p>	<p>Curr & Instruct; Specialist for Health, PE, and FLE</p>	<p>Assessment of programs; revised programs</p>

H. Positive Home / School / Community Relations

We believe that families, schools and the community must work together to ensure student success.

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Dept Responsible	Evidence of Completion
H.1 Alexandria schools involve families as partners in their child(ren)'s education.	H.1.1 Alexandria schools empower families with tools for involvement and advocacy.	H.1.1.1 Identify strategies to increase parent involvement in schools.	Utilize parent questionnaire and focus group data to identify parent needs and wants. Design and implement training for families on strategies to improve their child(ren)'s achievement in school.	Fam Involve Coord; School FICs Fam Involve Coord; Curriculum Spec; School FICs; BLTs	Analysis of data Training outline; Documentation of training events
		H.1.1.2 Identify strategies to empower parents as advocates for their child(ren).	Design and implement advocacy workshops for families to develop the skills and knowledge needed to navigate the school system.	Fam Involve Coord; Principals; BLTs; School FICs	Workshop outline; documentation of workshops held
		H.1.1.3 Involve families that do not currently participate in their children's schools.	Develop non-traditional strategies for reaching out to families. Utilize school and community resources to assist with language translation. Develop a clear and accessible process for handling parent concerns and communicate the process to parents.	Fam Involve Coord; School FICs Fam Involve Coord; Principals Fam Involve Coord; Principals	Work plan Documentation of translations Documentation of process

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Dept Responsible	Evidence of Completion
	H.1.2 Alexandria schools empower staff to work effectively with families.	H.1.2.1 Provide training for staff on how to work effectively with families. H.1.2.2 Encourage cross-cultural understanding and communication.	Develop and implement training for all school staffs. Identify effective sources for diversity training and provide to staff and families.	Fam Involve Coord; School FICs; Principals Dir-Staff Develop; Fam Involve Coord; Principals; School FICs	Completed training Completed training
H.2 Alexandria schools actively involve individuals and the business, government, faith-based and nonprofit communities as partners in the education of the City's children.	H.2.1 Alexandria schools are proactive in soliciting support from business, government, faith-based and nonprofit communities.	H.2.1.1 Develop a Community Partnership Program that includes reciprocal benefits to the organization and the school.	Develop a menu of each school's needs. Develop and use criteria and procedures for matching organizations with schools.	Principals; School FICs; Teachers Fam Involve Coord	List of school needs List of criteria; documentation of its use
	H.2.2 ACPS promotes the involvement of volunteers in schools.	H.2.2.1 Develop strategies to expand the cadre of volunteers. H.2.2.2 Develop a model volunteer program.	Identify new sources of volunteers. Utilize volunteer survey information to gauge volunteer satisfaction and to revise the volunteer program as needed. Identify model volunteer programs in other school divisions.	Fam Involve Coord Dir-Info & Outreach; Fam Involve Coord Dir-Info & Outreach; Fam Involve Coord; Volunteer Coordinators	Expanded cadre of volunteers Survey data List of exemplary volunteer programs

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Dept Responsible	Evidence of Completion
		<p>H.2.2.3 Provide staff development on how to work with and best utilize volunteers in schools and in the classroom.</p>	<p>Create a model volunteer program based on best practices.</p> <p>Develop and implement training for school staffs on working effectively with volunteers.</p>	<p>Dir-Info & Outreach; Fam Involve Coord; Volunteer Coordinators</p> <p>Dir-Staff Develop; Fam Involve Coord; Volunteer Coordinators</p>	<p>Model volunteer program</p> <p>Documentation of training</p>

J. Successful Planned Organizational Change

We believe that accomplishing the mission requires continuous planning for organizational change.

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Dept Responsible	Evidence of Completion
J.1 Alexandria schools are committed to collaborative decision-making.	J.1.1 The process for monitoring, evaluating and updating the Division Plan involves professional staff from schools and Central Office.	J.1.1.1 Identify a standing Division Leadership Team with a broad-based, representative membership to update and revise the Division Plan.	Identify a DLT comprised of representatives from the Central Office and each school. Include in the DLT a member from each Division Plan Work Group. Articulate the DLT’s charges and tasks.	Superintendent; AssocSup Superintendent; AssocSup Superintendent; AssocSup	Published roster of DLT membership Published roster of DLT membership Outline of DLT charges & tasks; agenda/minutes of initial DLT meeting
		J.1.1.2 Align school and program plans with the Division Plan.	Review School Improvement Plans for alignment with the Division Plan.	AssocSup; E/S ExecDir; Curriculum Spec	Approval of SIPs
J.2 Alexandria schools utilize ongoing professional development to effect organizational change.	J.2.1 ACPS offers ongoing professional development that enables each staff member to accomplish the mission.	J.2.1.1 Refine and revise the current professional development program to meet the requirements of the Division Plan.	Review the Division Plan to identify implications for staff development embedded in each of the Plan’s components	Dir-Staff Develop; 1 rep from each Division Plan Work Group; Staff Development Council	Published staff development plan coordinating offerings to the Division Plan
		J.2.1.2 Utilize traditional and non-traditional delivery models so the professional development program is flexible, innovative and responsive to the needs of the staff.	Identify/describe “non-traditional delivery models.”	Dir-Staff Develop; Coord-Technical Resources; Curriculum Spec; Teachers	Intranet postings & print documents illustrating a variety of professional development delivery models

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Dept Responsible	Evidence of Completion
		<p>J.2.1.3 Convene a Staff Development Council with representatives from each school and department to ensure appropriate training.</p> <p>J.2.1.4 Regularly monitor and evaluate the staff development program.</p> <p>J.2.1.5 Establish structures for acknowledging and sharing best practices.</p>	<p>Promote and feature the use of non-traditional delivery models through staff development opportunities.</p> <p>Principals and program managers identify Council representatives.</p> <p>Review and evaluate the published staff development plan to ensure continued alignment with and support of the Division Plan.</p> <p>Publish a description of components supportive of a “professional learning community.”</p> <p>Promote the use of these components within schools and programs</p>	<p>Dir-Staff Develop; Coord-Technical Resources; Curriculum Spec; Teachers</p> <p>Dir-Staff Develop Principals</p> <p>Dir-Staff Develop; Staff Development Council</p> <p>Dir-Staff Develop; Staff Development Council</p> <p>Principals; Program Directors; Curriculum Spec</p>	<p>Data indicating increased participation in staff development delivered through non-traditional delivery models</p> <p>Published roster of Staff Development Council membership</p> <p>Council agenda/ minutes reflecting recommendations responding to program review & evaluation</p> <p>Publication of document</p> <p>Data documenting increased use of identified components</p>
<p>J.3 Staff evaluation supports the accomplishment of the mission.</p>	<p>J.3.1 Alexandria schools fully implement the Performance Evaluation Program for all work groups.</p>	<p>J.3.1.1 Expand the Performance Evaluation Program to include all teachers and educational specialists.</p>	<p>Complete the evaluation of the PEP pilot program.</p> <p>Revise PEP and training to address identified deficiencies</p>	<p>AssocSup; ExecDir-Mon & Eval</p> <p>AssocSup; PEP Spec</p>	<p>Publication of the PEP pilot program evaluation report</p> <p>Revised program and training plans</p>

Goals	Objectives	Strategies	Work Tasks	Person(s)/ Dept Responsible	Evidence of Completion
		<p>J.3.1.2 Expand PEP to include the Administrator Performance Evaluation Program.</p> <p>J.3.1.3 Create a Performance Evaluation Program for classified staff.</p>	<p>Develop training plan for non-pilot schools.</p> <p>Implement the Administrator PEP.</p> <p>Convene a committee of classified staff members to draft a PEP program for classified staff.</p> <p>Articulate Classified Staff PEP Committee charges.</p> <p>Develop a performance evaluation program for classified staff.</p>	<p>AssocSup; Dir-Staff Develop; PEP Spec</p> <p>AsstSup-HR; Evaluators of Administrators</p> <p>Dir-HR</p> <p>Dir-HR</p> <p>Dir-HR; Classified Staff PEP Committee Members</p>	<p>Published PEP training plan</p> <p>Administrator PEP evaluation</p> <p>Published roster of committee membership</p> <p>Written outline of Classified Staff PEP Committee charges; agenda/minutes of initial committee meeting</p> <p>PEP for classified staff</p>

Next Steps

1. Launching the Division Plan in Year One

Implementation of the Division Plan will begin with addressing three of the Division Plan's objectives:

- The Division establishes and maintains a culture defined by a pervasive sense of mission.
- Alexandria school staff understands and is committed to the mission.
- Alexandria families and community are knowledgeable about and committed to the mission.

Specifically, we will complete the following tasks in Year One:

- Introduce the plan to the School Board.
- Introduce the plan at the Administrative Academy; conduct mission-focused team building training at the Administrative Academy.
- Include references to the plan, mission and training in the Superintendent's Convocation remarks.
- Introduce the plan to the entire staff of each school in the Division.
- Launch the Division Plan in each school at an event, e.g. a PTA meeting.
- Develop Central Office responsibilities and internal structures that will support work on the plan.
- Conduct training with each school's Building Leadership Team on the Effective Schools Process and team roles and responsibilities in developing and monitoring the School Improvement Plan.
- Convene the Division Leadership Team to develop an organizational structure to enable it to monitor implementation of the Division Plan and to develop a framework and guidance for School Improvement Plans.
- Conduct mission-focused team building training at each school and in each department.
- Conduct mission-focused team building activities for each PTA, as well as relevant community groups.
- Develop and implement a variety of strategies to elicit staff support for the mission.
- Develop and implement a variety of outreach strategies to promote understanding of and support for the mission.
- Develop School Improvement Plans for the year 2004-2005 based on the Division Plan.
- Implement the 2003 School Improvement Plans.
- Select a survey for measuring correlates to determine when each correlate is in place.

2. *The Division Plan in Years 2-6*

The following tasks will be performed each year to ensure progress toward the mission:

- Review and revise the Division Plan as necessary.
- Develop annual objectives and a work plan in each department.
- Revise School Improvement Plans annually.
- Develop annual goals for each professional through the Performance Evaluation Program.
- Measure progress toward the mission.
- Assess and report individual student achievement.
- Assess and report school progress toward accreditation and individual student achievement.
- Assess progress toward bringing the correlates into place in each school.

3. *Measuring Progress toward the Mission*

Over the next six years, all Alexandria schools will ensure that the Effective Schools correlates are in place. Building Leadership Teams will concentrate on bringing the correlates into place in their buildings through the articulation of measurable objectives and strategies. ACPS will survey the extent to which the correlates are present at the school and Division levels.

A variety of assessment instruments will be used to evaluate the progress of each student, including standardized tests. Each student will be measured against him/herself. Each building will be measured against itself in the process of becoming accredited and/or maintaining accreditation.

Each year, the Division Leadership Team will evaluate accomplishment of the tasks as outlined in the Plan.

4. *Updating the Plan: The Review Process*

The Division Leadership Team is responsible for reviewing and revising the Division Plan as necessary. (See the appendices for specifics on the role, responsibilities and membership of the Division Leadership Team.) In the fifth year of the plan, the DLT will undertake a comprehensive review of the 2003-2009 Division Plan to determine priorities for a new six-year plan.

APPENDICES

ABBREVIATIONS

Senior Staff: Superintendent; Associate Superintendent, Curriculum & Instruction; Assistant Superintendent, State & Federal Programs; Assistant Superintendent, Finance & Administration; Assistant Superintendent, Human Resources

Executive Staff: Senior Staff + Executive Director, Elementary Programs; Executive Director, Monitoring & Evaluation; Executive Director, Information & Outreach; Executive Director, Secondary Programs

Abbreviation	Definition
ACPS	Alexandria City Public Schools
AssocSup	Associate Superintendent for Curriculum & Instruction
AsstSup	Assistant Superintendent
AYP	Average Yearly Progress (as required by the NCLB Act)
Bldg Admins	Building Administrators
BLT	Building Leadership Teams
Coord	Coordinator
Curr & Instruct	Curriculum & Instruction
Curriculum Spec	Curriculum Specialist
Dir	Director
DLT	Division Leadership Team
DOE	Department of Education
Educational Spec	Educational Specialist(s)
E/S ExecDir	Elementary / Secondary Executive Directors
ESL	English as a Second Language
ExecDir	Executive Director
Fam Involve Coord	Family Involvement Coordinator
Fed Programs	Federal Programs
HR	Human Resources
IEP	Individual Education Plan
Info & Outreach	Information & Outreach
ITS	Information Technology Services
ILS	Integrated Learning System
LAB	Learning Appropriate Behavior
Mon & Eval	Monitoring & Evaluation
MR	Mental Retardation
NCLB	No Child Left Behind Act of 2001
PEP	Performance Evaluation Program
PEP Spec	Performance Evaluation Program

Abbreviation	Definition
	Specialist
PTA	Parent-Teacher Association
SASI	Schools Administrative Student Info
SBE	Standards-Based Education
School FIC	School Family Involvement Committee
SIP	School Improvement Program
SOL	Standards of Learning
Staff Develop	Staff Development
Student Serv	Student Services
TAG	Talented & Gifted
TRT	Technology Resource Teacher

Alexandria City Public Schools

THE DIVISION PLANNING PROCESS

- 2003 Division Leadership Team
- Plan Development, April – November, 2003
- The Division Leadership Team
- Building Leadership Teams
- School Improvement Plan Mandates

The 2003 DIVISION LEADERSHIP TEAM

Lois Berlin, Chair
Susan Jones, Consultant

Ann Anderson	Lulu López
Kathleen Baker	Randy Mitchell
Marcia Baldanza	Sherri Neale
Greg Baldwin	Laura Newton
Susan Birnie	Mat Pasquale
Keisha Boggan	Darren Reed
Eileen Campbell	Ken Reed
Larry Ciarelli	Roger Rudy
Beth Cronin	Karin Schmidt
Cathy David	Liz Simons
Monte Dawson	Gayle Smith
Dawn Feltman	Tracy Stephens
Mary Flynt	Susan Stickles
Neri Gonzales-Sales	Haywood Stowe
Jay Grymes	Kathy Taylor
Chris Gutierrez	Debbie Thompson
Sonia Haley	Karen Parker Thompson
Iburia Hall-Haynes	Julia Tsadick
Jack Henes	Elizabeth Toland
Barbara Hunter	Marylou Wall
Kathy Kennoy	Margee Walsh
Diane Kinard	Wanda Weaver
Peggy Koplitz	Robert White
Suzanne Lank	Pat Williamson
Janelle Lee	Terry Wright

PLAN DEVELOPMENT

April – November, 2003

The ACPS Division Leadership Team (DLT) convened for the first time on April 26 to launch the Division planning process at an all-day retreat. The team was asked to address three questions in developing the Division Plan:

- Where are we now?
- Where do we want to go?
- How will we realize our mission and vision?

The retreat agenda included: reviewing Division accomplishments and ACPS data; examining the role that the Effective Schools process could play in achieving the ACPS mission and vision; reviewing the ACPS mission statement and deciding to revise it; and creating six work groups around the Effective Schools Correlates.

Each of the work groups met 2-3 times to develop six-year goals, objectives and strategies around its assigned correlate(s). Each began by determining the status of the study area and developing a statement of beliefs related to the correlate. Each developed recommendations that were presented to the Division Leadership Team at a second retreat on June 20. At this meeting, members of the DLT commented on the goals, objectives and strategies recommended by each work group and finalized a new mission statement for ACPS.

The consultant developed a draft of the Division Plan from the work group recommendations. An editorial team reviewed the draft and finalized the ACPS belief statements and the goals, objectives, strategies and work tasks that are the core of the 2003-2009 Division Plan.

Developing the Division Plan was a Herculean effort that involved fifty-two teachers, principals, and Central Office staff. Team members dedicated many hours to create a plan that they believe will address the needs of *all* Alexandria City Public School students. This plan is evidence of their vision and dedication to the children of Alexandria.

THE DIVISION LEADERSHIP TEAM

Roles and Responsibilities

In the spring of 2003, a Division Leadership Team was appointed to write a Division Plan for the Alexandria City Public Schools for 2003-2009. After this initial task, the role of the Division Leadership Team going forward will be to:

- Review and revise the Division Plan as necessary.
- Develop a framework and guidance for School Improvement Plans.
- Review the analysis of all data necessary for the development and implementation of School Improvement Plans.
- Serve as a resource to schools in the development and implementation of their School Improvement Plans.

Chair

Associate Superintendent, Curriculum & Instruction

Membership

Superintendent

Executive Director, Elementary Programs

Executive Director, Secondary Programs

Executive Director, Information & Outreach

Executive Director, Monitoring & Evaluation

Director, Staff Development

Chairperson of Each Building Leadership Team

Specialists, Four Core Areas

Two Elementary School Principals / Designees

One Middle School / Principal / Designee

Minnie Howard Principal / Designee

High School Principal / Designee

Community Representative

PTA Council President

BUILDING LEADERSHIP TEAMS

Roles and Responsibilities

Each school will elect a Building Leadership Team to facilitate the development, adoption and implementation of a School Improvement Plan. The role of the Building Leadership Team going forward is to:

- Facilitate open communication with the faculty and solicit their input.
- Coordinate the collection of necessary data.
- Develop the annual School Improvement Plan with measurable objectives for improved student performance.
- Align the School Improvement Plan with the Division Plan.
- Plan staff development to support the goals of the plan.
- Present the plan to the school staff for approval.
- Oversee implementation of the plan.
- Provide regular opportunities for review of the plan throughout the year.
- Evaluate the success of the plan annually.

Chair

A Member of the School Faculty

Members

Principal

Middle/High Schools: Maximum of 12 Faculty Members

Elementary Schools: Maximum of 8 Faculty Members

Parent / Community Representative(s)

Student Representative, as Appropriate

Duties of the Chair

- Serves as a member of the Division Leadership Team.
- Serves as the liaison between the BLT and the DLT.
- Develops meeting agendas.
- Calls and conducts team meetings.

- Designates a recorder for each meeting.
- Coordinates all Building Leadership Team activities.

Election of the Chair

The Building Leadership Team elects its chair. The school principal may not serve as chair of the team.

Election of Team Members

The faculty nominates and elects the team members according to guidelines developed by the faculty. Team members are expected to serve a minimum of two years.

School Improvement Plan Mandates

Alexandria City Public Schools and the Virginia Department of Education require schools to assess needs and collaboratively develop a School Improvement Plan (SIP) to address those needs. In ACPS, the School Improvement Plan is considered a “living document,” continuously revised, with annual updates in the fall. Each school develops a School Improvement Plan and submits it to the Executive Director for Elementary Programs or the Executive Director for Middle and Secondary Programs. School Improvement Plans focus on improving school programs and school priorities for student achievement. The 2003-2009 Division Plan provides definitive goals and further direction.

In the school-based planning process, teachers and administrators jointly:

- ✓ define and refine the mission of the school
- ✓ identify school priorities
- ✓ state objectives based on division requirements
- ✓ include multiple indicators of achievement to assess progress in meeting each objective
- ✓ regularly monitor the indicators of achievement for each objective
- ✓ periodically assess progress
- ✓ modify school programs, when warranted, throughout the school year
- ✓ draw conclusions about progress to meet each objective
- ✓ determine next steps in light of these conclusions
- ✓ revise the plan yearly
- ✓ develop organization and communication structures that support the planning process
- ✓ define planning responsibilities and timelines

School Improvement Plans serve to fulfill Division, State, and national requirements. A single plan serves to communicate improvement efforts to a variety of audiences. Schools must include staff, parents, students and community members in the school-based planning process. Going forward, Building Leadership Teams will develop the school-based plans and guide the planning and evaluation processes.

Staff members are familiar with school priorities and work plans. Staff members are also familiar with their school progress in meeting objectives. Near the end of the planning cycle, they work together to:

- ✓ draw conclusions about progress in meeting objectives
- ✓ determine next steps in light of these conclusions
- ✓ report progress and next steps to the Executive Director for Elementary Programs, the Executive Director for Middle and Secondary Programs and/or the Associate Superintendent

Throughout the school-based planning process, the school community:

- ✓ recognizes students, parents, and the community as important stakeholders in the planning process
- ✓ includes stakeholders in meaningful ways throughout the planning cycle

THE CORRELATES OF EFFECTIVE SCHOOLS

The Correlates are critical to the effective school because they represent the leading organizational and contextual indicators that have been shown to influence student learning. In other words, the extent to which the Correlates are in place in a school has a dramatic, positive effect on student achievement. “First Generation Correlates” must be in place before a school can move to the next level of development – the “Second Generation Correlates.”

Instructional Leadership

First Generation Correlate: In an effective school, the principal is a strong instructional leader and effectively and persistently communicates the mission of the school to staff, parents, and students. In addition, the principal understands and applies the characteristics of instructional effectiveness in the management of the instructional program.

Second Generation Correlate: The instructional leadership concept is broadened to include all adults, especially teachers. Leadership is collaborative and shared, with teachers becoming more empowered. The principal’s role becomes that of a “leader of leaders,” as well as coach, partner and cheerleader. The leadership function becomes one of creating a community of shared vision and values.

Clear and Focused Mission

First Generation Correlate: In the effective school, there is a clearly articulated school mission through which the staff shares an understanding of and a commitment to the school’s goals, priorities, assessment procedures, and accountability. The staff in the effective school accepts responsibility for the students’ learning of the essential curricular goals. Effective Schools proponents advocate the mission of teaching for learning for all.

Second Generation Correlate: *The advocated mission is learning for all, which shifts the focus from teaching to learning and from mastery of mostly low-level skills to a more appropriate balance between higher-level learning and basic skills.*

Safe and Orderly Environment

First Generation Correlate: In the effective school, there is an orderly, purposeful, business-like atmosphere, which is free from the threat of physical harm. The school climate is not oppressive and is conducive to teaching and learning.

Second Generation Correlate: Schools focus on positive student behaviors. They create collaborative/ cooperative environments for adults and students that emphasize teamwork.

Climate of High Expectations for Success

First Generation Correlate: In the effective school, there is a climate of high expectation in which the staff believes and demonstrates that all students can attain mastery of the essential school skills.

Second Generation Correlate: Teachers have high expectations for themselves and believe they have the capability to help all students achieve mastery. Schools provide support through training and technical assistance. Schools also provide opportunities for teachers to develop networks of support.

Frequent Monitoring of Student Progress

First Generation Correlate: In the effective school, student academic progress is measured frequently through a variety of assessment procedures. Educators use assessment to improve teaching and learning.

Second Generation Correlate: Assessment shifts from standardized norm-referenced paper and pencil tests to curricular-based, criterion-referenced measures of student mastery. Assessment is aligned with the curriculum and instruction. Teachers use a variety of assessment instruments; students monitor their own learning.

Positive Home-School Relations

First Generation Correlate: In the effective school, parents understand and support the basic mission of the school and are given opportunities to play important roles in helping the school to achieve its mission.

Second Generation Correlate: The relationship between families and the school is an authentic partnership, based on open communication and trust.

Opportunity to Learn and Student Time on Task

First Generation Correlate: In the effective school, teachers allocate a significant amount of classroom time to instruction in the essential skills. For a high percentage of this time, students are actively engaged in whole-class or large group, teacher-directed, planned learning activities.

Second Generation Correlate: Schools examine ways to create more time for learning including flexible scheduling. In focusing on mastery of the core curriculum, educators abandon less important content. They individualize instruction and accommodate those students who need more time for mastery.