

ACPS Strategic Goals
Education Plan
FY 2010

This document incorporates the strategic plan, the 2008-2010 goals and objectives, the draft 2010 Education plan; the 2009 annual report, the VASS report recommendations, and the actions in the response to the special education compliance action plan

Strategic Objectives Addressed	Activity Number	FY 2010									
		Activity	Description	Implementation Team Leader	Implementation Team Members	Status	Next Steps	Metric	Cost	FTE	New or Continuing Cost
Goal 1. Ensure all students demonstrate significant academic growth, and dramatically improve achievement outcomes for students below grade level.											
Objective a. Eliminate academic achievement differences among race, income, disability and language subgroups.	1	Identify each and every student who is "at promise" in grades K-10. Identify the specific needs and strengths of each student.	Developed a profile and definition of an at-promise student in ACPS to support efforts to personalize and customize educational programming.	Deputy Supt	Exec Dir, Accountability; Exec Dir, Elem Prog; Exec Dir, Sec Prog; 1 Elem Principal; 1 Sec Principal; 1 teacher	Developed and distributed student data "one pagers" to all principals. Identified at-promise students by name at all school sites: 1,662 at-promise students identified in grades K-5; 1,453 at-promise students identified in grades 6-12. Matched identified students with appropriate interventions	Review progress of individual students who were identified as at-promise to determine effectiveness of interventions provided	Percentage of identified at-promise students with completed and updated needs assessments			
	2	Develop individual achievement plans (IAP) for identified students in Math for K-10	Identified 1003 elementary students as at promise for math achievement, of which 982 students received specific interventions, and 423 students have Individualized Achievement Plans. At secondary 616 students were identified as at promise, of which 595 have specific interventions and 455 have IAP's.	Deputy Supt	1 Elem Principal; 1 Sec Principal; 1 elem teacher; 1 sec teacher; 1 math coach; math curriculum specialist	The results from the first year of implementation are presented in the annual report to the Board available at http://www.acps.k12.va.us/superintendent/annual-report-2009.pdf	Review at-promise criteria and identification process with principals to determine gaps or necessary revisions. Use feedback from building level teachers and administrators to revise "one pager" student data profiles as appropriate. Transition current "one pager" student profiles to excel spreadsheet format to enable more effective and efficient use of data at the building level. Develop IAPs for all students who are at-promise for math achievement. Ensure students with disabilities are included in appropriate intervention activities and programs.	Middle schools will make AYP and be accredited in 2009-10. Elementary and middle schools will make AYP and be accredited in 2010-2011			
	3	Enhance mathematics curriculum in grades K-7 to increase the percentage of students prepared for and enrolled in algebra in grade 8.	Implemented Ramp-Up to Pre-Algebra in grade six, and Navigator Intervention Modules in grades 4-8 at selected schools; Revised ELL math curriculum to accelerate math achievement; Began curriculum redesign work in secondary mathematics; intensified and supported VGLA participation to improve math performance for students with disabilities.	Deputy Supt	math curriculum spec; 1 elem math coach; 1 ms math coach; TC math department chair; 1 elem math teacher; 1 secondary math teacher	The results from the first year of implementation are presented in the annual report to the Board available at http://www.acps.k12.va.us/superintendent/annual-report-2009.pdf	Expand Ramp-Up to Algebra to grade 7; Expand Navigator Math Intervention to all ACPS elementary and middle school sites; Continue redesign of mathematics curriculum and creation of common units of instruction and assessments.	Increase the percentage of students successfully completing Algebra in 8th grade, across all AYP subgroups			
							Continue content coaching professional development with Lucy West	Increase in overall elementary SOL math scores; decrease of 2% of the disparity in SOL test scores by AYP group			
	4	Language Arts and Literacy: Improve the quantity and quality of reading interventions provided to students who do not meet the fall PALS benchmark as a means of Increasing reading proficiency at the K-3 level.	Last year, only 40 percent of students identified in the fall as not meeting the PALS benchmark met the benchmark spring. The goal established for 2009-2010 was 50 percent.	Exec Dir, Elementary	1 Elem principal; 1 elem Asst Principal; 1 literacy coach; 1 K-3 teacher; reading curriculum specialist	Goal for 2008-2009 not met. More details on the results from the first year of implementation are presented in the annual report to the Board available at http://www.acps.k12.va.us/superintendent/annual-report-2009.pdf	Standardize use of Quick Checks and Aimsweb progress monitoring tools at all elementary schools. Expand Book Buddies 1:1 tutoring model to 10 ACPS elementary schools. Provide professional development to elementary reading specialists on strategies for teaching reading to ELL students. Revise current PALS intervention plan template to reflect instructional service and delivery model.	60% of PALS fall-identified students will meet the spring benchmark			

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	5	Enhance school environments for learning	Implement a standard character (civic engagement) program with expectations for respect and responsibility for oneself and others for all students	Asst Supt Fed & State programs	1 principal or AP; 1 teacher; 1 curriculum specialist; 1 guidance counselor;		Create baseline school environment assessments.	Assessments completed by February 2010			
			Create smaller schools with emphasis on more personalized environment	Exec Dir, Secondary	1 MS principal or AP; 2 parents; 1 teacher; 1 support staff		Each middle school will create an advisory team of teachers, parents, support staff, and administrators to support student engagement in learning and higher expectations for student achievement	Increased successful participation in Middle school honors courses and other advanced courses, for each AYP subgroup			
			Implement inclusive strategies throughout the school division	Exec Dir, Special Education & Student Services	Director, ELL; 1 elem principal, 1 sec principal or AP; 1 elem teacher; 1 sec teacher, 1 curriculum specialist	Inclusion committee was convened during the 2009-2010 school year. A definition and philosophy of inclusion was developed for ACPS. Professional development on co-teaching was provided to 50 TC teachers. Plans to expand co-teaching to serve ELL students at the secondary level were completed	Provide intensive professional development in building inclusive classrooms to all instructional and administrative staff; monitor implementation of inclusion models through evaluation process	Improve on-time graduation rates; increase enrollment and successful completion of honors and AP work across all AYP subgroups; decrease drop out rates			
	6	Transition to an instruction model of high importance of measuring learning	The division must move to strengthening access to the regular curriculum for all students, ensuring that SOL curriculum is the curriculum for all students. This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Deputy Supt	Exec Dir, Special Education & Student Services; Exec. Dir. Accountability; Exec Dir, ALL; Exec Dir. Elem; Exec Dir. Secondary; 2 principals or APs						
	7	Use real-time data to enhance monitoring of student achievement	Using real-time data would help ensure a school's improvement plan reaches all students. This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Deputy Supt	Exec Dir, Special Education & Student Services; Exec. Dir. Accountability; Exec Dir, ALL; Exec Dir. Elem; Exec Dir. Secondary; 2 principals or APs						
	8	Review the role and responsibilities of the school support teams (SST).	The current SST model needs to address keeping students in the regular classroom. This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Deputy Supt	Exec Dir, Special Education & Student Services; Exec. Dir. Accountability; Exec Dir, ALL; Exec Dir. Elem; Exec Dir. Secondary; 2 principals or APs						

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	9	Consider implementation of AVID and other related programs that improve instruction	AVID is a college preparatory program targeting students in the academic middle who, with support, are able to successfully access a rigorous course of study.	Principal on special assignment	1 secondary principal or AP; 1 teacher; 1 social worker; 1 guidance counselor	The FY 2010 Budget supports implementation at grades 6-9. Contract with AVID has been signed and staff identified to attend AVID training in the summer of 2009.	Identify AVID teachers at for each grade level and school; implement program; assess implementation on a quarterly basis	Percentage of enrolled AVID students successfully completing the entire academic year; attendance records and academic performance indicators compared to peer				
	10	Participate in the Minority Student Achievement Network (MSAN)		Exec Dir, Secondary	spec ed compliance officer; 1 principal or AP; 1 guidance counselor; 1 teacher	Details on the results from the first year of implementation are presented in the annual report to the Board available at http://www.acps.k12.va.us/superintendent/annual-report-2009.pdf	Throughout the month of July we will take what we have learned from these four presentations/workshops and determine how these recommendations can support both the new middle schools and the high school.	Increase in overall SOL pass rates; decrease of X% of the disparity in SOL tests scores by AYP group				
Objective b. Demonstrate every student achieves at least one year of academic progress annually in reading, writing and math and greater than one year for any student below grade level.	11	Provide a consistently high level of experiential "hands-on" inquiry based science instruction at the elementary level.	Move to a standard model that provides parity in resources and staffing among elementary schools	Exec Dir, Elem	1 principal or AP; 2 teachers; 1 curriculum specialist	Completed external audit of elementary science instruction. Observations conducted by a George Mason University professor revealed limited hands-on experiences for ACPS K-5 students. This baseline data will guide efforts to infuse inquiry-based learning in all elementary classrooms. Created a standard elementary science visiting teacher model for all ACPS schools. Staffing is allocated by formula to provide parity.	Implement elementary science visiting teacher program to provide increased hands-on science learning experiences for all students in grades K-5. Initiate elementary science Lead Contact program to building school level leadership in science. Expand elementary science professional development to include multiple summer science institutes.	Improved performance on SOL questions measuring conceptual understanding of scientific concepts				
	12	Develop plans to introduce the Intel Science Program at TCW	The Intel Education Initiative seeks to inspire enthusiasm for science, math, and engineering by sponsoring the Intel Science Talent Search and the Intel International Science and Engineering Fair.	Science curriculum specialist	Principal on special assignment, 1 principal or AP; 2 teachers; 1 curriculum specialist	Added a new course focused on independent science research projects to the Program of Studies for T.C.Williams science students. Expanded the option for T.C. Williams students to select a 30-hour science internship with a science organization or company in lieu of the science fair project based on the success of the pilot program last project based on the success of the pilot program last year.		Increase in participation in Intel Science; increase in participation and successful completion of AP tests in science, by AYP subgroup; Increased percentage of students earning 3's, 4's, and 5's on AP exams; Increased average SAT scores				
	13	Develop plans to introduce senior projects and internships over the next two years		Principal on special assignment	1 principal or AP; 2 teachers; 1 curriculum specialist							
	14	Establish the International Baccalaureate Program or other exemplary programs at each elementary and middle school.	Exemplary programs such as the International Baccalaureate provide an organizational framework for implementing 21st century global education.	Exec Dir, Elem	Exec Dir, Accountability, 1 elem principal or AP; 2 teachers; 1 curriculum specialist	Details on the results from the first year of implementation are presented in the annual report to the Board available at http://www.acps.k12.va.us/superintendent/annual-report-2009.pdf	Each middle school will plan for implementation of the MYP beginning in SY 2010-11	All schools will have completed planning for adoption of an exemplary program and obtained staff and community support for the selected program by December 2009				

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	15	Complete the K-12 implementation of writing regulations as a means of improving student writing proficiency across all grade levels and content areas.	Progress will be monitored on a semester basis by senior staff, curriculum department and school-based administrators, and the superintendent through review of writing folders from each teacher of writing, K-12.	Deputy Director, Instruction	Exec Dir Elem Programs, Exec Dir Sec Programs, 1 elementary principal or AP, 1 secondary principal or AP; language arts curriculum specialist; 1 secondary tchr, 1 elementary literacy coach	Details on the results from the first year of implementation are presented in the annual report to the Board available at http://www.acps.k12.va.us/superintendent/annual-report-2009.pdf	Lucy Calkins writing project training has been scheduled for the summer and SY 2009-2010. All elementary teachers will be trained in this methodology, with full implementation by spring 2010. ACPS writing regulations will be modified to better align with the Lucy Calkins approach to writing instruction.	Writing scores will show one year of increase.			
	16	Integrate international standards for educational technology with appropriate assessments for students, teachers and administrators		Exec Dir, Technology Services	HR Exec Dir, 1 principal or AP, 1 tchr, 1 student, 1 support staff	Technology support for schools (instructional and administrative) has been reorganized for SY 2009-10.					
		See also activities associated with Goal 1, objective a.									
Objective c. Lead the development and implementation of a comprehensive and coordinated model that provides quality pre-K experiences for all 4 year olds in the City of Alexandria.	17	Hire ACPS Early Childhood Specialist to guide our efforts in accordance with the Strategic Plan, May 2009		Exec Dir, Elem	ECE specialist; 1 principal or AP; 1 rep from City staff; 1 rep from Campagna Center	Position funded through ARRA fiscal stabilization funds; advertised and candidates are being screened.	Hire and provide orientation for new employee; define goals jointly with City; work with grants officer and City staff to begin to identify possible new funding streams.	The position will be filled and the incumbent working by 7/31/09	\$124,216	1.00	
	18	Work with the City Schools Staff Group (CSSG) to implement the Comprehensive, Coordinated Preschool Initiative Plan		See above	See above			% of students with quality pre-k experience, as reported on Sept state report, will increase by X%			
	19	Assume program supervision responsibility for Head Start classes, July 2009		See above	See above	In May 2009 the School Board passed a resolution which enabled ACPS to share the monitoring and oversight of the Head Start delegate agency (The Campagna Center) with the Alexandria Department of Human Services.		% of students meeting fall PALS benchmarks will increase by x%			
Objective d. Ensure every secondary student has a comprehensive plan for success and is equipped with the tools necessary to achieve their goals upon high school graduation.	20	See also activities associated with Goal 1, objectives a, b, and f.									

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Objective e. Establish a division wide program to empower parents to be supportive and informed advocates for their children.	21	Develop parent academy connected to ALL.	Listen for the silence so we may address the needs of those who do not speak but have the most need.	Exec Dir, ALL	Community Resources Coordinator, Community liaison; spec ed parent liaison; Title I rep; 1 principal or AP	Central office reorganization has brought all community and family resources under one roof.					
	22	Develop division community and parent involvement plan that encompasses Title I, special education and other parent and community groups.		See above	See above						
		See also activities associated with Goal 3, objective c.									
Objective f. Ensure 100% compliance with the implementation of Individualized Education Programs as written and maintain compliance with federal, state and local laws and regulations.	23	Develop monitoring system that verifies consistent implementation of Individual Education Plans (IEP) in 2008-09 and verify by the end of the first semester of 2008 that all IEPs are fully implemented		Exec Dir, Special Education and Student Services	1 principal or AP; 1 teacher; compliance officer; 1 curriculum specialist						
	24	Develop plan for addressing the space issue of special education students who have been transported elsewhere for educational program services.		Exec Dir, Special Education and Student Services	Exec Dir, Elem; Exec Dir. Secondary; 2 principals or AP's;			There will be a reduction of x% in the number of students who are served in city wide programs within ACPS and programs outside of ACPS.			
	25	Continue review and monitoring of eligibility processes to reduce the special education incidence rate and the disproportional representation by ethnicity of students receiving special education services		Deputy Supt	Exec Dir, Spec Ed, Exec Dir Secondary and Pathways to Graduation; Exec Dir, Elementary; 2 principals or APs	Selected psychologists, special education staff, teachers, and school administrators have been trained in Rtl and progress monitoring.	AIMsweb will be used to verify that the Rtl model is being implemented with fidelity.	Incidence rate of special education students in ACPS population; reduction of disproportionality rates			
	26	Ensure that all school division programs, including alternative education programs, are accessible to all students with disabilities.	Record reviews and interviews revealed that students with disabilities (emotional and intellectual) have often been placed in home-based, private day, or residential settings without considering established district programs.	Deputy Supt	Exec Dir, Spec Ed, Exec Dir Secondary and Pathways to Graduation; Dir, Pupil Services, Secondary principal or AP	Training has been conducted for building administrators on accessing alternative education programs for students with disabilities and on positive behavioral supports for students with behavioral disorders. Additional staffing has been provided for alternative education programs so they may appropriately provide services to special education students. Alternative education program staff have received training on positive behavioral supports and have developed their behavioral expectations as part of the beginning stages of PBS development.	Functional behavior assessments and behavior intervention plans will be developed for all special education students in alternative programs as a result of short or long-term suspensions. Re-entry plans will be developed to assist students in returning to their home school.				

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	27	Provide appropriate career and transition plans for students with disabilities, including equal access to enrollment in general education classes focusing on specific career training opportunities and focus on post-secondary goals for students ages 14-21		Exec Dir, Special Education and Student Services	Career and Transition Specialist; Special Projects Coordinator; 1 principal or AP; 1 guidance director, 2 teachers	Career and transition positions have been added as part of the FY 2010 budget.	Develop and implement training on creating transition plans and post-secondary goals for students age 14-21.	Increase the number of job training opportunities for students both inside and outside of ACPS.			
	28	Strengthen the continuum of services for students with emotional disabilities in ACPS	Services for students with emotional disabilities currently do not provide for the required continuum of services mandated under IDEA 2004.	Exec Dir, Special Education and Student Services	Special education coordinator; 1 principal or AP; psychologist; social worker, 2 teachers	Hired a Special Projects Coordinator to oversee the coordination, development and implementation of the continuum of services for students with emotional disabilities. A plan for provision of the appropriate continuum of services was completed and presented to the Superintendent and ACPS senior staff.	Train special education teachers, administrators, and related services personnel on research based interventions, best practices, family involvement, inclusion strategies, and team teaching for students with emotional disabilities. Plan and establish Day Treatment services for middle-school aged students with emotional disabilities.	Decrease in percentage of students with emotional disabilities served through private placement; increase in the percentage of students with emotional disabilities served in their home school.			
	29	Review records and IEPs of all the students in private placements. Reconvene IEP meetings as needed. Provide VDOE with evidence of these actions.	A review of the district's data reveals seven percent of students with disabilities are served in out-of-district settings.	Exec Dir, Special Education and Student Services	Special education coordinator; 1 principal or AP; psychologist; social worker, 2 teachers	Developed a ACPS procedural guideline to guide school personnel in the necessary steps in determining private day placements.	Coordinate IEP meetings for students inappropriately placed in a private placement for a redetermination of placement in ACPS. Include procedures in administrative manual for student services				
	30	Reconvene IEP meetings as needed and provide services in the LRE.	Ensure that all identified students with disabilities are receiving services in age-appropriate settings. Unless the IEP of a child with a disability requires some other arrangement, ensure the child is educated in the school they would attend as a child without a disability. See also VASS report, page 13, item 2 available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Exec Dir, Special Education and Student Services	Special education coordinator; 1 principal or AP; psychologist; social worker, 2 teachers	Reviewed IEPs of students attending ACPS programs outside of their attendance zone to determine if services can be provided in their home school. Invited a representative from the home school to the IEP meeting.		Increase in the percentage of students with emotional disabilities served in their home school.			
	31	Maximize opportunities for supplementary services to be provided in the general education classroom. See also objective 1.a.4 and associated activities.	Make provisions for supplementary service to be provided in the general education setting. The continuum should include integrated service delivery, which occurs when some or all goals, and objectives, of the student's IEP can be met in the general education setting with age appropriate peers.	Exec Dir, Special Education and Student Services	Exec Dir, Elem; Exec Dir. Secondary; 2 principals or AP's;	Developed a training program for special and general educators to address IEP goals and objectives in the content areas.	Train special education students on self-monitoring of IEP goals and simple data collection. Train special education paraprofessionals assigned to general and special education classrooms on data collection.	Increase in percent of service provided in the general education setting, based on December data submission.			

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	32	Ensure IEPs include a statement of measurable annual goals consistent with the present level of performance.	Although psychological counseling was provided to students, a review of student records and IEP's revealed that statements of measurable annual goals for psychological counseling as a related service to meet the child's needs were not developed for the IEP.	Exec Dir, Special Education and Student Services	1 principal or AP; 1 teacher; compliance officer; 1 special education coordinator	Reviewed all IEPs of students who have counseling as a related service to ensure that statements of measurable annual goals, including short-term objectives, are present and consistent with student's Present Level of Performance. Provided training to school psychologists, school counselors, school social workers on the development of measurable annual goals as related to counseling. Conducted IEP revision meetings to add goals and objectives consistent with the services being delivered related to counseling.					
	33	Review the IEPs of all eligible students to determine if the present level of performance directly relates to the measurable annual goals and other components of the IEP. Immediate consideration should be given to IEPs that do not contain measurable annual goals in order to address each area of the child's disability indicated in the PLOP. Staff members should be informed of this area of concern and provided with appropriate information or training.	Some IEP's measurable annual goals did not address all components of the child's disability revealed in the present level of performance (PLOP).	Exec Dir, Special Education and Student Services	1 principal or AP; 1 teacher; compliance officer; 1 special education coordinator	Developed and used a checklist to examine IEPs to determine if the deficit areas of the child's disability, as documented in the PLOP, contained corresponding goals and objectives and were written in measurable terms. Conducted an IEP revision meeting for each student record where documented deficits in the PLOP do not have corresponding goals and objectives.	Conduct ongoing record reviews to monitor compliance of information documented in the present level of performance and goals and objectives. Develop division wide data collection sheets for IEP goals and objectives which will provide consistency throughout the division with the recording and reporting of data. Develop training on data collection of IEP goals and objectives. Train all special education teachers and related services personnel on the implementation of IEP data collection in ACPS.				
Objective g. Create or expand alternative education strategies and programs that will minimize out of school suspensions and improve the graduation rate.	34	Review existing alternative education programs so that strong connections are made among our programs, so that monitoring of students' programs from one program to another is consistent, and so that each student is assured one ACPS faculty member works closely with him or her.		Exec Dir, Secondary and Pathways to Graduation	Dir, Pupil Services; 1 teacher; 1 sec principal or AP; 1 social worker; Guidance Coord						
Objective h. Create effective partnerships to encourage a sense of community ownership of our schools and to support the development of the academic, social, physical and emotional needs of students.	35	See also activities associated with Goal 3, objective c.									

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Goal 2. Provide a rigorous, relevant, and internationally benchmarked education to enable all students to succeed as citizens in the global community.												
Objective a. Develop an adaptable curriculum appropriate for the changing needs of society that addresses 21st century skills, including creativity, higher order thinking skills, and project based learning	36	Develop ACPS K-12 curriculum which embeds the SOLs but which goes well beyond state standards to include national and international models of exceptional education for each and every student	Establish curriculum development process to include guiding principals, systems of assessments, related policies and regulations, connections to civic responsibility and responsibility for one's self and others, and connections to 21st Century learning using technology to support collaboration, creativity, innovation, and inquiry, and requisite habits of mind.	Deputy Supt, Instruction	Exec Dir, ALL; 2 curriculum specialists; 2 principals and AP's	Unit Design professional development was initiated during the 2008-2009 SY. A timeline for complete redesign of ACPS curriculum has been created.	SY 2009-2010: Establish curriculum design process, guiding principles, systems of assessments, related policies and regulations, connections to "civic responsibility" and respect and responsibility for oneself and others. SY 2010: Redesign mathematics, English/language arts, and health and physical education curricula. SY 2011-2012: Redesign social studies, science, and world languages curricula. SY 2012-2013: Redesign visual and performing arts and CTE curricula.	Increased student achievement and engaged in all areas.				
Objective b. Create a vertically aligned Pre-K-12 ACPS curriculum which exceeds state standards and identifies appropriate international benchmarks and assessments.	37	Develop ACPS K-12 curriculum which embeds the SOLs but which goes well beyond state standards to include national and international models of exceptional education for each and every student	Establish curriculum development process to include guiding principals, systems of assessments, related policies and regulations, connections to civic responsibility and responsibility for one's self and others, and connections to 21st Century learning using technology to support collaboration, creativity, innovation, and inquiry, and requisite habits of mind.	Deputy Supt, Instruction		Unit design professional development was initiated during the 2008-2009 SY. A timeline for complete redesign of ACPS curriculum has been created.	SY 2009-2010: Establish curriculum design process, guiding principles, systems of assessments, related policies and regulations, connections to "civic responsibility" and respect and responsibility for oneself and others. SY 2010: Redesign mathematics, English/language arts, and health and physical education curricula. SY 2011-2012: Redesign social studies, science, and world languages curricula. SY 2012-2013: Redesign visual and performing arts and CTE curricula.	Increased student achievement and engaged in all areas.				
Objective c. Ensure every child is challenged and engaged with school experiences responsive to each student's talent and interests.	38	See also activities associated with Goal 1, all objectives										
Objective d. Increase participation and successful completion of Advanced Placement, honors, world language, advanced math, and science courses	39	See also activities associated with Goal 1, objectives a and b										
Objective e. Provide opportunities to develop civic responsibility through community service projects; encourage participation in team sports, internships, and after school enrichment activities	40	See also activities associated with Goal 1, objectives a and b										

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Objective f. Promote excellence and increase participation in the fine arts and career and technical education (CTE) courses.	41										
Objective g. Implement at each school, an exemplary educational program that enhances the curriculum and meets the needs of the students.	42	See also activities associated with Goal 1, objective b									
Objective h. Institute a consistent, division-wide approach to help students develop position relationships, show response and responsibility, and become self-reliant advocates for their learning.	43	See also activities associated with Goal 1, objective a									
Goal 3. Create an exceptional learning environment.											
Objective a. Recruit, retain, and develop superior staff	44	Develop comprehensive new job descriptions, recruitment materials, and recruitment process to enhance recruitment and retention of teachers appropriate for meeting the goals of the strategic plan	Exec. Dir, HR	Exec Dir, ALL; 1 principal or AP; 1 teacher; 1 support staff		Year 2: salary scale and classification study					
	45	Establish the Alliance for Learning and Leading (ALL) steering committee including national consultants, local and regional colleges and universities, national and local professional associations, and ACPS staff to support focus on professional development of staff in identifying, acquiring, and implementing 21st century learning skills, knowledge, attitudes and behaviors.	Exec Dir, ALL								
	46	Enhance Human Resources support for recruitment, hiring, and retention of special education staff at all levels	Exec. Dir, HR	This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbnx-ws.pdf							

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Objective b. Achieve cultural competence for all staff with diversity training that incorporates awareness, understanding, high expectations, and appropriate instruction for all students	47	Redesign the professional development plan to incorporate ongoing staff development and training for teachers in sensitivity to students with disabilities; differentiated instruction, IDEIA, and other needed areas. See VASS report for details.	This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Exec Dir, ALL	Exec Dir, Special Education & Student Services; Exec. Dir. Accountability; Exec Dir. Elem; Exec Dir. Secondary; 2 principals or APs						
	Objective c. Foster collaboration and shared responsibility for student development and achievement with all members of the school community.	48	Compliance with federal and state laws and regulations governing the education of students with disabilities should be the responsibility of principals, with training and support from the Department of Special Education and Student Services	This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Deputy Supt	Exec Dir, Special Education & Student Services; Exec. Dir. Accountability; Exec Dir, ALL; Exec Dir. Elem; Exec Dir. Secondary; 2 principals or APs					
		49	Clarify the roles of special education and building staff vis-à-vis the operation of the division's special education programs.	This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Deputy Supt	Exec Dir, Special Education & Student Services; Exec. Dir. Accountability; Exec Dir, ALL; Exec Dir. Elem; Exec Dir. Secondary; 2 principals or APs					
		50	Ensure continuous communication of the message that "every child is everybody's responsibility"	This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Exec Dir, Communications	Budget Supervisor; Exec Dir Secondary; Exec Dir Elem; Exec Dir Special Education & Student Services; 2 principals or AP's		Develop a communications plan that supports the strategic plan; include the message in the strategic plan, the action plan, and the budget			
		51	Enhance the ACPS website to make special education procedures available to staff and parents.	This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Exec Dir, Communications	Budget Supervisor; Exec Dir Secondary; Exec Dir Elem; Exec Dir Special Education & Student Services; 2 principals or AP's					
		See also activities associated with Goal 4, objectives a and c									
Goal 4. Implement a focused, transparent governance model which incorporates effective communication and evidence-based decision making.											
Objective a. Develop and revise policies to ensure effective governance, continuous improvement, and accountability.	52	Establish a steering committee consisting of Board members, central office staff, building administrators, faculty, support staff, and parents with a division-wide focus on student achievement and "customer services."		Asst Supt Planning and Operations	Depty Dir, Instruction; Asst Supt Finance, 1 principal or AP, HR Exec Dir, Exec Dir Communications						

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Strategic Objectives Addressed	Activity Number	FY 2010									New or Continuing Cost
		Activity	Description	Implementation Team Leader	Implementation Team Members	Status	Next Steps	Metric	Cost	FTE	
	53	Review efficacy of present student assessment systems and revise/adjust as necessary to extend beyond SOL's.		Exec Dir, Accountability	Depty Dir Instruction; 1 principal or AP; 1 teacher; 1 curriculum specialist						
	54	Establish Superintendent's advisory committee to develop recommendations for the implementation of a pay-for-performance plan for administrators and whole-school growth.		Exec Dir, HR	Asst Supt Finance; 2 principals or APs; 1 licensed director						
Objective b. Ensure prudent financial stewardship and resources necessary to achieve the strategic plan	55	Continue three-year phase in of modified zero-based budget development		Asst Supt Finance	Budget Office staff; others as assigned						
	56	Establish formal systems and connections for ACPS business partnerships		Asst Supt Finance	Procurement Officer; 1 principal or AP; 1 teacher						
	57	Start an educational foundation to support teacher initiatives, special projects, and areas related to strategic plan and annual goals	An Education Foundation can be used to raise funds to supplement other ACPS revenue sources and provide for one-time programmatic and ongoing capital (facility) costs	Asst Supt Finance			Identify major goals of an Education Foundation; develop case statement; preliminary budget and fundraising goals; update TC Williams alumni registry; file 501c3 papers.	Foundation established by May 30, 2010			
	58	Develop long-term facilities plan to ensure ACPS facilities will support a high quality 21st century learning environment	ACPS facilities are aging. Technology, space, instructional and community service and use needs may not be adequately met with the current building configurations. Operational savings might be obtainable by replacing old and outdated buildings	Asst Supt Planning and Operations	Director, Facilities; Asst Supt Finance; 1 principal or AP; 1 teacher; Supervisor of Budget						
	59	Continue collaborative work with City staff on the sharing of services across department and jurisdictional lines.		Asst Supt Planning and Operations; Dpty Supt Instruction	Supervisor of Budget; Procurement Officer; Exec Dir, Special Education and Student Services; 1 principal; 1 AP	Two groups have been working to enhance coordination of city and school services and to identify possible efficiencies.					
Objective c. Implement an internationally recognized assessment to measure performance management and leadership excellence.	60	Prepare for participation in Baldrige national quality program by completing the planning for FY 2010 actions related to the strategic plan	Consolidate the planning process so development of School Improvement Plans, school plans, department plans, and the annual budgets are part of a coordinated, comprehensive planning, improvement, assessment, and evaluation process	Asst Supt Planning and Operations	Dept Dir, Exec Dir HR, Exec Dir Accountability; 1 TS staff member; 1 principal or AP; 2 support staff representatives (CO and schools)		Consolidate the planning process so development of the state-required Comprehensive Long-Range Plan, the Title I School Improvement Plans, ACPS school plans, department plans, and the annual budgets are part of a coordinated, comprehensive planning, improvement, assessment, and evaluation process				
	61	Beginning with establishment of steering committee, plan for participation in Baldrige national quality program for education. See item above.		See above	See above						

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		FY 2010									New or Continuing Cost
Strategic Objectives Addressed	Activity Number	Activity	Description	Implementation Team Leader	Implementation Team Members	Status	Next Steps	Metric	Cost	FTE	
	56	The approved strategic plan objectives and specific actions of the draft Education Plan/Action Plan Phase I, Spring 2009 should be expanded into measurable objectives with timelines an incorporated into the division's new Comprehensive Long Range Plan (2010-2015)	This activity stems from the VASS report on special education. Details are contained in the report, available at http://www.acps.k12.va.us/board/meetings/2008-2009/20090602sbx-ws.pdf	Asst Supt Planning and Operations; Dept Supt Instruction	Exec Dir, Special Education & Student Services; Exec. Dir. Accountability; Exec Dir, ALL; Exec Dir. Elem; Exec Dir. Secondary; 2 principals or APs						
Goal 5. Provide clean, safe and conducive learning environments that utilize best practices for energy efficiency and environmental sustainability.											
Objective a. Integrate environmental stewardship throughout the curriculum, as well as facility design, construction, and operations.	57	Through development of a long-range facilities plan, identify the need for replacement of outdated and inefficient facilities, including central office. See Activity 41		Asst Supt Planning and Operations	Director, Facilities; Asst Supt Finance; 1 principal or AP; 1 teacher; Supervisor of Budget						
Objective b. Collaborate with the City of Alexandria to achieve the eco-City vision.	58	Begin the Supts Environmental Stewardship Advisory Committee		Asst Supt Planning and Operations			Establish membership; begin meetings				

ACPS Planning Process

