

## SCHOOL DIVISION GOALS AND OBJECTIVES

### A. Background

The school division is committed to excellence in education, equality of educational opportunity, and the recognition of each student's individuality. Inasmuch as students differ in their rate of physical, mental, emotional, and social growth and vary in their needs and abilities, learning opportunities shall be provided that are consistent with personal development and potential. Programs shall emphasize diagnostic and prescriptive instruction, allowing an individual approach to each student's learning style and educational needs.

The educational program shall introduce each student to a variety of interest and content areas that offer exposure to the range of opportunities available in later years. These experiences produce the basis for further education, ~~and future employment,~~ responsible citizenship, ~~and~~ lifelong learning. As students demonstrate increased maturity, they may assume more responsibility for the decisions regarding their education.

The school environment should be responsive and conducive to learning. The physical environment facilitates and enhances the learning experiences available to each student. A responsive environment includes competent, dedicated teachers using a variety of techniques and a classroom atmosphere where students can function and develop according to their abilities. Safety, physical comfort, and appearance also are vital environmental components.

Teaching and learning are about problem solving. Education is the process by which teachers and learners are put in the best possible environment so they can do this together. To be successful, staff must:

- ~~Envision the future and make a commitment to a time not yet known<sup>+</sup>.~~
  - Understand and adhere to our mission, vision, goals, values, ~~and~~ core beliefs,
  - Know our community, its history and its ability to shape the future,
  - Develop and enhance our organizational resources and reach,
  - Provide leadership in the area of our expertise and work effectively with others, and
  - Work continually to capture the attention and earn the trust and respect of our community.

The ~~2005-09~~ Strategic Plan through its Vision, Mission, Goals, and Core Values positions the Division to meet challenges that our students and other customers, our organization, and our community face in the future. ~~over the next three to five years.~~

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<sup>+</sup> ~~Adapted from Trustee Leadership Development, Volume 2, No. 4, Indianapolis, IN~~

## B. Vision

All learners believe in their power to embrace learning, to excel, and to own their future.

## C. Mission

~~The~~ Albemarle County Public Schools' core purpose is to establish a community of learners and learning, through ~~rigor, relevance, and~~ relationships, relevance, and rigor, one student at a time<sup>2</sup>.

## D. Goals

### INTRODUCTION

The Albemarle County Public Schools exists and functions for the benefit of its students. Therefore, in partnership with our families and community, we have a responsibility to ensure that all children of Albemarle County have equal educational opportunities and, through our curriculum and programs, to create an environment in which teaching and learning are challenging, dynamic, and comprehensive.

The goals of Albemarle County Public Schools are grounded in the understanding that the aim of education is personal growth: the development of individual talents, abilities, and values; the acquisition of knowledge; and the pursuit of understanding. Education is essential for ~~the~~ intellectual, moral, social, emotional, and aesthetic development that allows students to be responsible members of a democratic society and enjoy a better quality of life. The Albemarle County Public Schools will nurture a climate that promotes trust, idea sharing, and sensitivity to student needs and ensures a healthy environment for intellectual development for all children.

Education is a process; ~~its methods are directed by an understanding of how students learn and what is worth knowing. Because education is a process~~ that extends throughout one's life; Albemarle County Public Schools recognized that a commitment to education entails a commitment to lifelong learning. For this reason, teachers and students have a common responsibility to strengthen their intellectual skills and nurture individual understanding. In presenting our philosophy, we fully understand that our success as a Division will be determined by what we do.

~~The~~ Albemarle County Public Schools has identified five collective strategic goals to advance the Division's focus; ~~during the strategic planning cycle, 2005-2009.~~ These five goals ~~will~~ support the Division to become more focused on core work; more diverse in its delivery structure; broader in its approach to teaching and learning; and, more stable and relevant within the various communities with which staff interacts.

By accomplishing the following goals, the Division will better assist all students to achieve high levels of learning and to pursue their dreams for their future:

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<sup>2</sup> The notion of one student at a time is quoted from Eliot Levine's book titled One Kid at a Time (2002)

## High Quality Learning for All

GOAL 1: Prepare all students to succeed as members of a global community and in a global economy.

## Equity and Access through High Quality Learning Opportunities

GOAL 2: Eliminate the Achievement Gap<sup>3</sup>.

## Professional Engagement

GOAL 3: Recruit, retain and develop a diverse cadre of the highest quality teaching personnel, staff, and administrators.

## Performance Standards

GOAL 4: Achieve recognition as a world class educational system.

## Resource Support

GOAL 5: Establish efficient systems for development, allocation and alignment of resources to support the Division's vision, mission, and goals.

Indicators to provide evidence of progress toward each goal's attainment are found ~~on the Division's web site and updated quarterly. in the System's Strategic Plan for a Total School System Commitment to the School Improvement Process. A Progress Report outlining the division's performance on these indicators will be issued annually by the Superintendent.~~ In addition, the School Board will receive a yearly report on the status of the Division's curricula. At ~~such this~~ time, the School Board will approve any substantive changes to curricular documents.

## E. Division Core Values

The Division's core values represent those essential to developing young adults who think critically, solve problems, and use their minds in skillful ways that prepare them for their future. ~~Lighting the fire and keeping the spark alive in children and youth to love learning throughout their lifetime is the aim of the Division.~~ The core values of the Albemarle County Public Schools make a critical statement about the commitment of the organization to creating a community of respect and learning excellence for all young people so that they will achieve at the highest levels possible.

**EXCELLENCE.** We believe in meaningful learning that stretches people to the frontiers and boundaries of their abilities.

<sup>3</sup> The use of the phrase Achievement Gap is short hand for referring to the subpopulations identified in the No Child Left Behind Act (Hispanic, Limited English Proficient, economically disadvantaged, African-American, Caucasian, and special education) who may lag in achievement.

*YOUNG PEOPLE* deserve the best we have to offer. Each individual child is capable and has the right to safety, mutual respect, and learning.

*COMMUNITY.* We believe in our collective responsibility to work together in a cooperative effort to achieve common goals by building communities of practice, establishing a high quality learning community, and listening to the community.

*RESPECT.* We treat all individuals with honor and dignity.

#### ~~F. Core Values to Promote a Positive School Climate~~Lifelong-Learner Competencies

The Division has identified 12 Lifelong-Learner Standards that set expectations for how students develop a wide variety of knowledge, understanding, and skills. The Lifelong-Learner Standards serve as a guide for teachers as they develop units, lessons, and tasks. These standards articulate the necessary components of lifelong learning that allow all students to succeed as members of a global community and in a global economy. The Lifelong-Learner Standards are overarching process-based standards, not discrete fact-based standards that can be addressed in a single lesson or even a single unit. These standards demand attention over time and across all disciplines.

Lifelong learning places emphasis on results. To develop the skills and habits associated with lifelong learning, students must: learn beyond the simple recall of facts; understand the connections to and implications of what they learn; retain what they learn; and be able to apply what they learn in new contexts.

- Plan and conduct research.
- Gather, organize, and analyze data, evaluate processes and products; and draw conclusions.
- Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
- Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments.
- Seek, recognize, and understand systems, patterns, themes, and interactions.
- Apply and adapt a variety of appropriate strategies to solve new and increasingly complex problems.
- Acquire and use precise language to clearly communicate ideas, knowledge, and processes.
- Explore and express ideas and opinions using multiple media, the arts, and technology.
- Demonstrate ethical behavior and respect for diversity through daily actions and decision making.
- Participate fully in civic life, and act on democratic ideals within the context of community and global interdependence.
- Understand and follow physically active lifestyle that promotes good health and wellness.
- Apply habits of mind and metacognitive strategies to plan, monitor, and evaluate one's own work.

It is the intention of Albemarle County Public Schools to encourage students and staff to aspire to behaviors representative of the following core values. Employees of Albemarle County Public Schools will work together to promote understanding of the core values, developing and supporting relationships that exemplify these values. The Albemarle County Public Schools Core Values, including definitions\*, are as follows:

~~COOPERATION. The capacity to work together for a common end or purpose.~~

~~COURAGE. The state of mind enabling one to face danger or hardship with confidence and resolution. Bravery.~~

~~FAIRNESS. Justice and impartiality in dealings and actions.~~

~~HONESTY/INTEGRITY. Truthfulness (honesty). Firm adherence to a code or standard of values (integrity).~~

~~INDUSTRY. Diligence and persistence in effort.~~

~~JUSTICE. Fairness and righteousness in dealings and actions.~~

~~LOYALTY. Firmness in allegiance to one's government or homeland. Faithfulness to a person, custom, or ideal.~~

~~PATIENCE/SELF-CONTROL. The capacity to endure delay, hardship, or inconvenience calmly and without complaint (patience). Control of one's feelings, desires, or actions by one's own will (self-control).~~

~~PATRIOTISM. Love of and devotion to one's country.~~

~~RESPECT FOR AUTHORITY. Regard for the right and power to command, enforce laws, exact obedience, determine, or judge.~~

~~RESPECT FOR OTHERS. The demonstration of concern, deference, appreciation or consideration of others.~~

~~RESPONSIBILITY. Accountability for one's own behavior. Reliability.~~

~~SELF-RESPECT/ESTEEM—Due respect for one's self and one's character and conduct (self-respect). Satisfaction with one's self (self-esteem).~~

~~VIRTUE. Moral excellence and righteousness. Goodness.~~

~~(\*Definitions based on Webster's II New Riverside University Dictionary, Copyright 1988.)~~

~~Values are a part of a code of behavior and not a part of the curriculum. As such, creating tests for these important values would be inappropriate. No "values tests" are or will be required of students. However, teachers and schools, acting in partnership with parents and community members, communicate the importance of the values in all aspects of the school experience.~~

## G. Standards of Quality and Objectives

The School Board accepts the overall goals of public education as expressed by the Standards of Quality legislated by the Virginia General Assembly and implemented by State Board of Education regulations. ~~Goals and objectives established in statute are incorporated into this policy. Education seeks to aid each student, consistent with his/her abilities to~~

~~1. Develop competence in the basic learning skills;~~

~~2. Develop the intellectual skills of rational thought and creativity;~~

~~3. Acquire knowledge and process skills of science and technology;~~

~~4. Progress on the basis of achievement;~~

~~5. Qualify for further education and/or employment;~~

~~6. Develop personal standards of ethical behavior and moral choice;~~

~~7. Participate in society as a responsible family member and citizen;~~

~~8. Develop a positive and realistic concept of self and others, including respect for the rights of others;~~

~~9. Practice sound habits of personal health and physical fitness;~~

~~10. Enhance the quality of the environment;~~

~~11. Develop skills, knowledge, and attitudes regarding the arts;~~

~~12. Acquire a basic understanding and appreciation of democracy and the free enterprise system.~~

The School Board will report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance will be submitted to the Board of Education by the chairman of the Board and the Division Superintendent.

## H. Standards of Quality--Programs and Services

The Board commits itself to providing programs and services as stated in the Standards of Quality only to an extent proportionate to funding thereof provided by the General Assembly.

~~The School Board will report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance will be submitted to the Board of Education by the chairman of the Board and the Division Superintendent.~~

Adopted: July 1, 1993

Amended: October 9, 1995; March 24, 1997; April 6, 1998; November 8, 1999; May 26, 2005

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Legal Refs.: Code of Virginia, 1950, as amended, Section 22.1-253.13:1, [22.1-253.13:8](#)  
[8 VAC 20 131-20](#)