



Horizon **2020-2025** – “Unleashing Student Potential”

Every important journey begins with a destination in mind and starts with a clear view of the horizon ahead.

The **Horizon 2020-2025** strategic plan for Albemarle County Public Schools is designed to *unleash each student's potential* and equip them for success both now and in the future. To do this, we aim to foster deep learning experiences that develop essential competencies like communication, collaboration, creativity, critical thinking and problem-solving. We seek to inspire the natural curiosity of our students, not through compliance and testing, but by cultivating *engaging* learning environments, hands-on learning experiences, and real-world learning opportunities. These are important to us and our larger community as evidenced by feedback in our recent strategic plan review.

As we reflect on our strategic direction, we imagine what the world will be like when our entering kindergarten students graduate and what skills they will need to thrive in the future. For Albemarle County Public Schools, our destination is a place where every graduate leaves our schools prepared for a [lifetime of learning](#) in a rapidly changing world. Successful navigation of the route requires unity of purpose among those making the journey and dedication to following an established plan. The Albemarle County Public Schools Strategic Plan guides us towards the horizon.





Our Vision

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

Our Mission

The core purpose of Albemarle County Public Schools is to establish a community of learners and learning, through relationships, relevance, and rigor, one student at a time.



Our Core Values

Excellence

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

Young People

We believe 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 believe in treating all individuals with honor and dignity.

Our Lifelong-Learner Competencies

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 a 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.





Our Desired Outcome for Each Student

Our primary focus is on teaching and measuring the [lifelong-learner competencies](#) our students need to thrive as 21st century learners, ~~workers~~[producers](#), and citizens. All ACPS students will be...

- *Academically accomplished;
- Effective communicators and collaborators who are ~~respectful of~~[confident in](#) themselves and [respectful of](#) others;
- Globally aware, independent, responsible learners and citizens;
- Critical and creative thinkers, innovators and problem solvers;
- Technologically capable; **and**
- Ready to own their future.

**Defined as broader than just core subjects. See Quality Assurance Indicators, p.5*

One Student Centered Goal

By **2025**, 97 % or more of students will graduate having mastered the **lifelong-learning** skills they need to succeed as 21st century learners, workers, and citizens.

Our
Objectives

*Our
Commitments
for how we
intend to
achieve our
goal*

Objective 1
*We will
engage every
student*

Objective 2
*We will
implement
balanced
assessments*

Objective 3
*We will
improve
opportunity
and
achievement*

Objective 4
*We will
create and
expand
partnerships*

Objective 5
*We will
optimize
resources*



One Student Centered Strategic Goal

By 2020-2025, **97% or more** of Albemarle County Public Schools students will graduate having mastered the lifelong-learning skills they need to succeed as 21st century learners, workers and citizens. (NOTE: Aligns to our current Goals 1 & 2)

Our **baseline measure** of goal attainment for *Horizon* 2020-2025 will be focused on:

Percentage of a given class and percentages of enrollment groups who completed a credential within four years, a measure also known as the **on-time graduation rate**. This measure uses the Cohort Completion Rate published by the Virginia Department of Education (VDOE); and includes all diploma types, GEDs and Certificates of Completion.

ACPS will consider students' graduation or completion of a credential as evidence that they have mastered the lifelong-learner competencies needed to succeed as 21st Century learners, workers and citizens as a result of the curriculum design and opportunities provided throughout their educational career in the school division. This goal adheres to the **SMART** framework (Strategic, Measurable, Attainable, Results-oriented, Time-bound) to sustain the division's efforts of continuous improvement. Commitment to SMART goal implementation results in an explicit plan to increase student learning.

Our **quality assurance indicators** for this goal will include the following:

- ☐ Mastery of the lifelong-learner competencies as evidenced by K-12 student performance on the ACPS performance-based assessments/tasks
- ☐ Percentage of students & enrollment groups earning Advanced Studies diplomas
- ☐ Rate of ACPS students earning industry certifications
- ☐ Student & enrollment group participation rates in the arts
- ☐ Student & enrollment group participation rates in sports
- ☐ Student & enrollment group participation rates in ~~and~~ extra-curricular activities
- ☐ Student & enrollment group participation rates in a mentorship or internship prior to graduation
- ☐ Student & enrollment group participation rates in volunteer activities
- ☐ College and Work Readiness Assessment (CWRA) Report
- ☐ Virginia Cohort College Retention Rate published by the Virginia Department of Education (VDOE)
- ☐ Students & enrollment groups reading on grade level
- ☐ Other: Possible ACPS Seal, Possible oral language assessment



Objective 1– We Will Engage Every Student

All teachers and schools will engage every student in meaningful, authentic and rigorous work through the use of instructional best practices and supportive technologies that will motivate students to be self-directed and inquisitive lifelong learners.

(Aligns to our current Priority 1.1)

Potential Priorities:

- ☐ Define, develop, and promote-implement effective teaching practices that maximize rigor and meaningful engagement for all students AND expand professional development opportunities for teachers and administrators on developing, using, scoring, and interpreting varied types of assessments to create a balanced assessment system. (combined with priority from Objective 2)
- ☐ Integrate supportive technologies and the use of contemporary learning spaces into the instructional program delivery.
- ☐ Expand professional development opportunities for all educators and support year-long opportunities for teachers to design lessons and assessments.
- ☐ Other: Performance-based learning
- ☐ Other: _____



Objective 2 – We Will Implement Balanced Assessments

ACPS will implement a balanced assessment system that accurately reflects student demonstration and mastery of our [Lifelong-Learner Competencies](#).

(Aligns to our current Goals 1 & 2)

Potential Priorities:

- ☐ Implement performance-based assessments/tasks [and grading practices](#) to create a balanced [assessment-learning?](#) system that measures ACPS outcomes for student success.
- ☐ ~~Expand professional development opportunities for teachers and administrators on developing, using, scoring, and interpreting varied types of assessments to create a balanced assessment system. (Combined with priority in Objective 1).~~
- ☐ Ensure quality and fidelity of ACPS performance task assessments.
- ☐ ~~Monitor and report student performance on ACPS division-wide performance task assessments. (Combined with priority in Objective 3).~~
- ☐ By 2014, our use of the [College and Work Readiness Assessment \(CWRA\)](#) will be operational and we will use it to improve high school curricula.
- ☐ Other: [Consider mastery learning, digital portfolios, capstone types of assessments](#)
- ☐ Other: [Develop Albemarle County Public Schools \(ACPS\) graduation seal to reflect the Division's graduation requirements.](#)
- ☐ Other: [Board will strive to receive State waiver\(s\) from SOL testing requirements, to assess Albemarle students with more rigorous, performance-based assessments.](#)



Objective 3 – We Will Improve Opportunity and Achievement

ACPS will improve lifelong learning opportunity and achievement for all students and enrollment groups. ~~while eliminating opportunity gaps for identified student groups.~~

(Aligns to our current Goal 2)

Potential Priorities:

- ☐ Ensure that students are prepared for successful transition to the next K-12 grade level and/or school.
- ☐ Measure and report student performance on key metrics for work and college readiness from K through high school AND monitor and report student performance on ACPS division-wide performance task assessments (Combined with priority from Objective 2).
- ☐ Continue to report on and engage in efforts directed at closing the opportunity (achievement?) gap.
- ☐ Bridge the “digital divide” by increasing student access to technology and the internet among the division’s families.
- ☐ Other: _____
- ☐ Other: _____



Objective 4 – We Will Create and Expand Partnerships

ACPS will create and expand partnerships with parents, community and business leaders to fulfill their essential roles as actively engaged partners in supporting student achievement and lifelong-learning outcomes for student success.

(NOTE: This brings community engagement and strategic communications to the forefront.)

Potential Priorities:

- ☐ Implement a comprehensive mentorship and internship program throughout the school division.
- ☐ Collaborate with parents, businesses, civic groups, community, and faith-based organizations to advance our educational mission and to support outcomes for student success, with particular emphasis on underserved (or under represented) families.
- ☐ Ensure enhanced understanding and support of the *Horizon* 2020-2025 Strategic Plan and the division's identified Lifelong-Learner Competencies through various communication strategies.
- ☐ Use strategic communications to invest the full community in supporting student achievement and outcomes for student success.
- ☐ Other: _____
- ☐ Other: _____



Objective 5 – We Will Optimize Resources

ACPS will optimize all resources to achieve the school division's strategic goal and lifelong-learning outcomes for student success.

(NOTE: This aligns to a combination of our current Goals 3 and 5.)

Potential Priorities:

- ☐ Develop a division-wide master framework for contemporary professional development and training that optimizes resources and addresses the essential competencies needed by teachers, administrators, professional/supervisory and classified staff.
- ☐ Revise and align performance appraisal instruments and implement a web-based performance appraisal system.
- ☐ Optimize support services for improved academic results, providing facilities that meet existing and future student learning needs.
- ☐ Ensure the health and safety of the school community.
- ☐ Other: Obtain funding from Board of Supervisors and/or community to support Board priorities and Horizon 2025 strategic plan for a World Languages Program.
- ☐ Other: _____