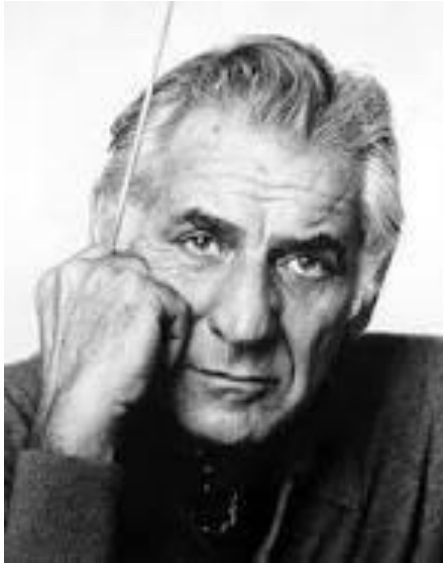


# Arlington Vision2020

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EDUCATION TASK GROUP SCHOOL COMMITTEE PRESENTATION JANUARY 11<sup>TH</sup>, 2018



Leonard Bernstein

“To achieve great things two things are needed; a plan, and not quite enough time”

# Vision 2020's ETG Mission and Goals

## *Mission*

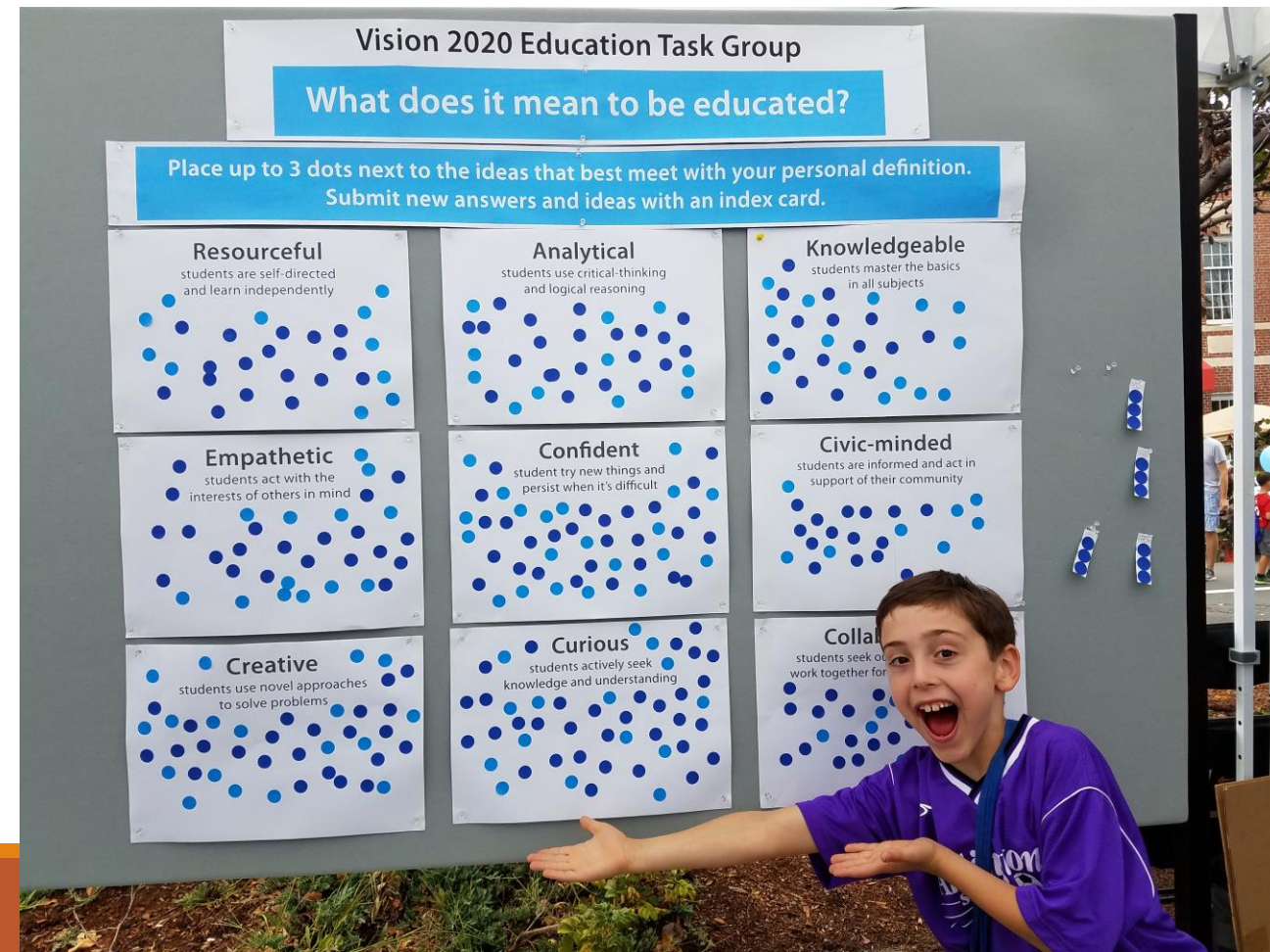
foster community dialogue on the future of public education in Arlington

## *Goals*

co-create a vision and strategic plan for public education in Arlington, that:

- includes multiple viewpoints
- embraces the community's values
- has actionable & measurable outcomes
- builds excitement, commitment, and support

Arlington Town Day 2017



## Our three objectives/requests tonight

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- SC agreement that a Visioning and Strategic Planning process is a priority in FY19 and a District Goal
- SC allocate budget for a consultant/facilitator to help ensure a timely and meaningful set of outcomes
- SC determine the next steps

# What would a Visioning and Strategic Planning Process do for the district?

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- Opportunity to collaboratively address trade-offs; and reach consensus on priorities
- Build an engaged and informed community prepared to encourage change
- Deliver a unifying document(s) and repeatable process that offers:
  - challenging & achievable goals
  - vertical and systemic alignment
  - definition of success that reflects our community's values
  - a 5-10 year roadmap with actionable plans and implementation steps
  - key performance indicators & milestones

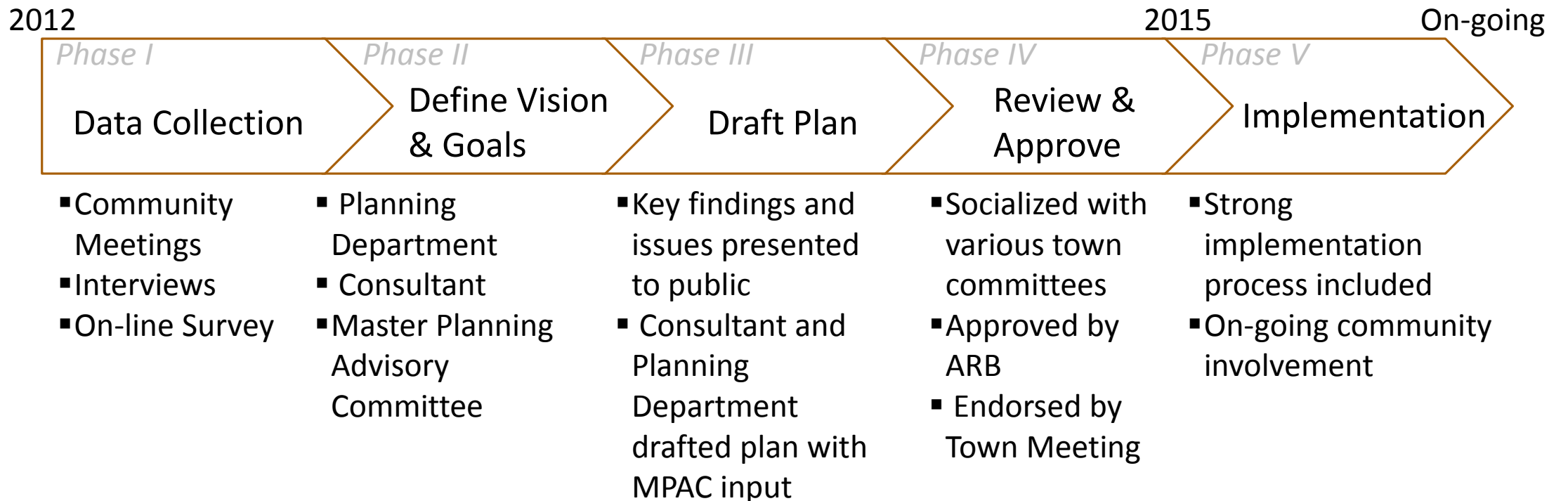
# How would this Vision and Strategic Plan differ from the current materials?

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- longer time horizon (but not open-ended) which allows us to be ambitious
- common understanding of success (e.g., what does it mean to be “prepared” in Goal 1 Student Achievement)
- unifying statement to inform decisions across the district and town government
- address key questions: How do we go from *very good* to **great**? What’s the cost? What’s the commitment? What are the steps?

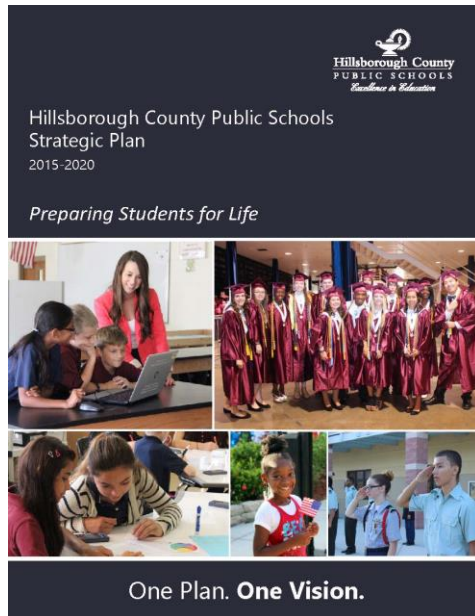
# An Arlington example

The Master Plan was “intended to serve as the Town’s primary policy statement on future physical development in Arlington.”



# An example of a strategic plan in education

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9<sup>th</sup> largest US district  
Tampa Florida

## Features:

- 5 year time horizon
- District wide, every school and student
- Values, strategic priorities, and pathways for implementation
- Drive the thinking, decisions, actions, and investments over the next five years
- Key Performance Indicators (KPIs) with associated measures have been identified



# Winchester Visioning Process

“The WPS system is engaging in a conversation about how we may redefine what success looks like for our students, teachers, and schools. How do we measure success? What are we doing well? How can we build on and lift those successes to continually evolve and adapt to a changing world?”

Through a series of conversations with all stakeholders (students, staff, administrators, community members), we will begin to craft a vision for where we are heading.

## WPS Vision for Learning

We believe that educators, parents, students, and the community co-create the conditions needed for all to thrive emotionally, socially, and academically. Our classrooms are respectful, inclusive, personalized learning spaces that support innovation and healthy risk-taking. Our learning community is built on a foundation of service, collaboration, and kindness and our students gain the skills and knowledge needed to make healthy, balanced life choices.

### Our Beacons

Our vision is summarized by three beacons, which guide the success of both individual students and the wider learning community. The beacons highlight our community's expectations and aspirations for our students, our staff, and our schools.

Individual Pathways for Success	Communities of Collaboration	Heathy Balance and Wellness
In achieving these beacons, WPS school and classroom success will be measured by the extent to which we:		
<ul style="list-style-type: none"><li>• Foster diverse pathways to success</li><li>• Personalize learning</li><li>• Support exploration, independence, and independent thinking</li><li>• Embrace innovation</li></ul>	<ul style="list-style-type: none"><li>• Build strong relationships</li><li>• Create inclusive cultures and embrace individual heritage</li><li>• Value ethical and kind behavior</li><li>• Promote collaborative problem-solving</li><li>• Encourage service to others</li></ul>	<ul style="list-style-type: none"><li>• Invest in social-emotional and physical wellness</li><li>• Inspire passionate and joyful learners</li><li>• Enable self-regulation and mindfulness</li><li>• Build confidence and autonomy</li></ul>

# Next steps

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- Obtain more details on the Winchester or similar processes
- Develop budget and identify a consultant
- Develop a process and timeline
- Define opportunities for stakeholder involvement

# Appendix

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# Vision 2020: What does it mean to be educated in our community?

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Through a series of community discussions in 2016-2017 Vision 2020 ETG has developed a list of attributes or guiding principles for what it means to be educated in our community.

Resourceful – students are self-directed and learn independently

Empathetic – students act with the interests of others in mind

Creative – students use novel approaches to solve problems

Analytical – students use critical-thinking and logical reasoning

Confident – student try new things and persist when it's difficult

Curious – students seek out new ideas and experiences

Knowledgeable – students master the basics in all subjects

Civic-minded – students are informed and act in support of their community

Collaborative – students seek out opportunities to work together for common goals

# Vision 2020: How might we measure success in our public schools?

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**Vision 2020 ETG developed a list of community generated ideas about how to measure success in our schools**

Subset of responses

- The long-term success of our graduates (e.g., college graduation rates, graduate school acceptance, employment rates, wellness)
- Student self-assessments and personal reflections on knowledge of personal learning strategies
- Measures of attrition/demand – community “voting with their feet”
- Measures of student engagement
- Dynamic and community-orientated real-world application of knowledge
- Team or Group success
- Emotional health and well-being

# Vision 2020 events have helped spark discussion about the educational vision in our Arlington

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Currently active members include Scott Lever, Jill Fekete, Annie LaCourt, Juli Brazile, Rebecca Eden Wolfe Lane, Tony Siddall, Charles Toulmin, Rebecca Arnold, Sarah Glover, Jim Heal, Arielle Jennings, Anthony Fernandez, Bill Fischelis, Jenny Cutraro, Patrick Hanlon, Jim Hammerman, Sumita Austen, Michael Brownstein

Dates	Events	Take-Aways
November 2016	Screening the documentary <i>"Most Likely to Succeed"</i>	<ul style="list-style-type: none"><li>• School may not be designed to develop the skills of the future</li><li>• More rigor and testing are often the answer, but may not be right</li><li>• Focus on thinking, practice, skills, reasoning, not content mastery</li></ul>
December 2017	Visioning Workshop	<ul style="list-style-type: none"><li>• A community based definition of what it means to be educated in Arlington</li><li>• Key attributes of the definition to be refined and shared</li></ul>
March 2017	Reimagining Education: An evening with APS educators	<ul style="list-style-type: none"><li>• Our Arlington educators are doing innovative things in the classroom now.</li><li>• Our educators have great ideas and enthusiasm</li></ul>
June 13, 2017	Gibbs Curriculum Planning	<ul style="list-style-type: none"><li>• APS' educational vision for the new Gibbs 6<sup>th</sup> grade</li><li>• Steps and milestones in the curriculum planning process</li></ul>