

Arlington Public Schools  
FY2012-2016

# Strategic Technology Plan



<http://www.apsva.us/informationsservices>

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## Executive Summary

The APS Strategic Technology Plan establishes the overarching goals and strategies for the effective and efficient use of technology to improve student achievement and APS operations. The plan is aligned with both state and federal technology plans and reflects the anticipated technology trends for the next 6 years.

A strategic technology plan must remain flexible, agile and relevant in the dynamic technology environment and guide technology efforts at the district, school, office, and department levels. In order to maintain the needed agility in the presence of changing technologies the APS Strategic Technology Plan consists of two components. The 5 year strategic component sets the long term goals, objectives, and high-level strategies. The annual supplement, added as an appendix each spring, contains specific initiatives which actualize the high level strategies.

The Departments of Instruction and Information Services coordinated in the development of the Arlington Public Schools (APS) Strategic Technology Plan. The full committee was comprised of members from all departments as well as school-based representatives.

In the development of the APS Strategic Technology Plan a detailed Needs Assessment was conducted resulting in 7 strands which have been woven through the plan: Agility, Decision-making with Use in Mind, Data, Individualized Experience, Training, Reliability and Utility.

The APS Strategic Technology Plan consists of six broad goals and is aligned and integrated with the APS Strategic Plan.

- Goal 1: Provide a safe, flexible, and effective learning environment for all students
- Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology
- Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings
- Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings
- Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning
- Goal 6: Utilize technology to enable and optimize the work of business, support and instructional operations

The APS Strategic Technology Plan will be updated each spring through a collection (the Annual Technology Plan) of the technology initiatives in the annual local school and department plans. Technology initiatives in the local annual plans will demonstrate alignment with goals of the Strategic Technology Plan.

## **The Technology Planning Committee**

The Departments of Instruction and Information Services coordinated in the development of the Arlington Public Schools (APS) Strategic Technology Plan. The full committee was comprised of members from all Departments as well as school based representatives. Two subcommittees were formed from both inside and outside the full committee.

### **APS Strategic Technology Plan Full Committee**

**Co-chair:** Matt Smith, Special Projects Coordinator, Information Services

**Co-chair:** Mark Macekura, Supervisor, Research, Program Planning, and Grants

Alison Denton, Facilities Planner, Facilities and Operations

Ashey Deljo, Technology Support Specialist, Student Services

Charlie Makela, Supervisor - Library Media Services, Instruction

Dana Smith, Supervisor - User Support Group, Information Services

Diane Hellmuth, Assistant Director - Technology Services, Information Services

Garish Rajput, Developer - Enterprise Solutions, Information Services

Jeannine Richardson, Instructional Media Integration Coordinator, Instruction

Julie Adlam, Director - Technology Services, Information Services

Kris Martini, Director - Career, Adult and Technical Education, Instruction

Leslie Peterson, Budget Director, Finance

Linda Erdos, Assistant Superintendent - School and Community Relations

Natalie Porter, Technology Support Specialist, Student Services

Pat Teske, Supervisor - Instructional & Innovative Technologies, Instruction

Patrick Tien, Human Resource Information Specialist, Personnel

Phyllis Gandy, Supervisor - Business & Information Technology, Instruction

Raj Adusumilli, Director - Enterprise Solutions, Information Services

Rob Hindman, Principal - Taylor Elementary School

Sue Sarber, Supervisor - Professional Development, Instruction

Suzanne Raber, Director - Planning and Evaluation, Information Services

Singh Ajrawat, Supervisor - Telecommunications, Information Services

Dave McBride, Assistant Principal, Kenmore Middle School

### **Needs Assessment Subcommittee**

Matt Smith, Facilitator

Chris Brown, Network Architect - Information Services

Heather Hurley, Instructional Technology Coordinator - Arlington Traditional School

Dana Smith, Supervisor - User Support Group, Information Services

Tom Windsor, Instructional Technology Coordinator - Wakefield High School

## **Goals and Objectives Subcommittee**

Matt Smith, Facilitator

Chris Brown, Network Architect - Information Services

Alison Denton, Facilities Planner, Facilities and Operations

Heather Hurley, Instructional Technology Coordinator - Arlington Traditional School

Charlie Makela, Supervisor - Library Media Services, Instruction

Garish Rajput, Developer - Enterprise Solutions, Information Services

Jeannine Richardson, Instructional Media Integration Coordinator, Instruction

Dana Smith, Supervisor - User Support Group, Information Services

Tom Windsor, Instructional Technology Coordinator - Wakefield High School

Ena Wood, Instructional Technology Coordinator - Taylor Elementary School

## **The Planning Process**

The Strategic Technology Plan full committee met regularly from June - October 2010 via Blackboard. By conducting work through a blended environment the committee improved flexibility and modeled the goals put forward in the technology plan. Two subcommittees, one for conducting the Needs Assessment and the other for forming the Goals and Objectives, also met both in person and via Blackboard.

The Needs Assessment Subcommittee, consisting of members from the Departments of Instruction and Information Services, conducted the complete needs analysis for the Technology Plan (see section on the Summary of Needs Assessment). The subcommittee met via Blackboard during July 2010 with an in person meeting on July 8, 2010. Upon completion of the Needs Assessment the committee reported the results to the full committee for review. After a period for discussion and modification from the Full Committee via Blackboard, the Goals and Objectives Subcommittee, consisting of members from the Departments of Instruction, Facilities & Operations, and Information Services, drafted the Goals, Objectives, Strategies, and Indicators. Like the Needs Assessment subcommittee the group met via Blackboard from July - September of 2010 with in person meetings on July 20, 27 and September 16<sup>th</sup>. Again the committee reported its draft to the full committee for review and comment.

The Co-chairs compiled the a draft of the complete plan and solicited feedback from the full committee, Instructional Technology Coordinators, school administrators, and members of the school system as a whole including students and teachers. The draft plan was placed on the APS web site from November 3-17, 2010 and the public was invited to comment and share their suggestions. The final plan was then presented to the School Board on December 2, 2010 and submitted to the Virginia Department of Education (VDOE). The plan will be reviewed and updated annually through the Annual Technology Plan process (see next section on Evaluation and Updates).

## Evaluation and Updates

A multi-year strategic technology plan must be strategic in nature. A directive plan that is focused on specific needs of 2010 cannot predict the kinds of technologies and learning tools that will be available in 2014. A strategic technology plan must remain flexible, agile and relevant in the dynamic technology environment and guide technology efforts at the district, school, office, and department levels.

The APS Strategic Technology Plan will be updated each Spring through a collection (the Annual Technology Plan) of the technology initiatives in the annual local school and department plans. The annual local plans reflect the specific activities, projects and tools that the local entities will undertake that year to support the Strategic Technology Plan. Technology initiatives in the local annual plans will demonstrate alignment with goals of the Strategic Technology Plan. This nested planning structure mirrors the district-wide planning structure being put in place in APS.

The Annual Technology Plan (ATP) will have two components: an update of planned initiatives and a report on ongoing and completed initiatives. The update of planned initiatives will include a description, timeline, and budget for each initiative as well as the alignment with relevant plans including the APS Strategic Plan, the Strategic Technology Plan, and local plans. The Annual Technology Plan will document completed initiatives and the status of ongoing initiatives. It will report whether or not the planned activities of the previous year occurred and will focus on the question “Did we meet our priorities as stated in the plan?”. The ATP will also describe any un-planned initiatives that were undertaken.

The ATP will be published throughout APS and will facilitate planning and communication between departments and schools. It will be submitted to the VDOE each Spring as Appendix 1 of the Strategic Technology Plan, and will be reported annually to the Arlington School Board.

## Summary of Needs Assessment

APS conducted the Needs Assessment for the Strategic Technology Plan through three mechanisms:

- an online survey focused on the delivery of technology services
- focus groups discussing “Six Essential Questions” about technology priorities and services
- literature reviews conducted by members of the Needs Assessment Committee.

Arlington Public Schools conducted the Needs Assessment by reviewing the technology services available to students and staff. A service is defined as *“a means of delivering value to*

*customers by facilitating outcomes customers want to achieve without the ownership of specific cost and risks.* " [ITIL Glossary, Service Strategy pg. 249]. Services include the tools, training, and systems that facilitate the outcomes of teaching and learning in our schools. All services should be helpful, useful, and as transparent as possible to teachers, students and staff.

Within this context, APS focused the Needs Assessment on the user of those services. How do the services assist them in doing their work, what kinds of services or what changes to services would make it easier for them to do their work or would help them do their work better?

The APS Strategic Technology Plan is intended to be an overarching context for local school and departmental technology plans. The questions posed in the Needs Assessment stimulated reflection and discussion of technology planning at the local level as well as informing planning at the district level. The results were connected and useful to the locations where they were collected as well as aggregated into a larger context for the school district as a whole.

The Needs Assessment survey and focus groups were distributed centrally and implemented locally. Individuals were identified as local representatives to bring the assessment tools back to their schools, departments or groups. How they implemented the tools was at their discretion and appropriate to the nature of the group surveyed. Through this model every member of the APS community had an opportunity to contribute to the Needs Assessment. This model solicited local perspective on needs and provided for local ownership of the results that were returned.

## **Online Survey**

The online Strategic Technology Plan Questionnaire survey solicited feedback about current technology services focusing on the concepts of usefulness, accessibility, reliability and availability. These are components that provide “value” to the customer. The definition of a service states that it must provide value to the customer.

The survey was available online and all staff members of APS were invited to complete the survey. Over 350 APS staff completed the survey including respondents from all pay scales, schools, and offices.

As a departure from previous work in APS, the survey focused on the types of services provided instead of on who provided the service. For example, there are several groups within APS who provide training and professional development and a teacher or a school secretary might be trained by different groups. Hence, the value of the training is more important for the needs assessment than feedback about the group that conducted the training. However, in keeping with the intention of stimulating both local and district-wide planning, the survey was constructed so that data could be disaggregated out to inform the planning of the individual groups.

The survey asked the following 6 standard questions about each category of services and used a five point Likert scale with a sixth option of Don't Know/NA.

- \_\_\_\_\_ Services are essential for me to perform my job functions.
- \_\_\_\_\_ Services are useful and helpful for me in performing my job functions.
- I have access to the \_\_\_\_\_ Services I need to perform my job functions.

- \_\_\_\_\_ Services are reliable.
- \_\_\_\_\_ Services are available when and where I need them.
- Open ended response option

The online survey focused on the delivery of the following categories of services:

- **Business Systems Services** - Business Systems are large software applications which support multiple operations within APS. Examples of Business Systems include eSchoolPlus, STARS, IEPonline, ERO and APSnet. (Does not include Reporting)
- **Desktop Systems Services** - Desktop Systems are computers and laptops. (Does not include software such as Word and Internet Explorer.)
- **Communications Services** - Communications Services provide APS with electronic communications and scheduling services. Examples of Communications Services include Groupwise, APSMail, telephone, cell phone and Blackberry.
- **Electronics Services** - Electronics are hardware devices and peripherals, many of which connect to computers. Examples of Electronics include cameras, SmartBoards, video cameras, televisions and printers.
- **Instructional Technology Services** - Instructional Technology Services support teaching and learning with technology. Examples of Instructional Technology include Blackboard, remediation and intervention software, Distance Learning and assistive technologies. (Does not include general productivity software such as Word and Internet Explorer.)
- **Network Systems Services** - Network Systems are the core infrastructure which allow technology systems to communicate and function. Examples of Network Systems include wired and wireless connectivity, home directories, shared directories, backup and retrieval services and Internet access.
- **Production Services** - Production Services support the creation of materials and media. Examples of Production Services include video production, materials production and duplication.
- **Reporting Services** - Reporting is retrieving data from various systems and making it available for documentation and decision making. Examples of Reporting includes state reporting, eSchoolPlus reports, STARS reports and GotData (Access).
- **Software Services** - Software Services are the delivery of various productivity software titles to the computers. Examples of productivity software include Microsoft Word, Internet Explorer and Adobe Reader.



- **Support Services** - Support Services are the responses you receive when you ask for assistance. Examples of Support Services include the Service Support Center, informal 'how-to' training, hardware repair and answering technology questions.
- **Training and Professional Development Services** - Training Services and Professional Development Services are formal training sessions which provide information on how to use technology for productivity and instruction. Examples of Training Services and Professional Development Services include eSchoolPlus training, Blackboard training, STARS training, Discovery Streaming training, SMART Notebook training, training on other productivity and instructional applications, and consultation in technology use and integration.
- **Video Services** - Video Services support video applications and infrastructure. Examples of Video Services include APS cable TV, TV channels, mini-production studios, special event setup and School Board setup, engineering, video broadcasts, and streaming video on the Internet.

### Focus Groups

The APS community was asked “Six Essential Questions”. The questions were discussed in small, pre-existing groups in schools, and departments. A few teachers and support staff members chose to reply to the questions individually. The focus group questions focused on how technology services can facilitate the outcomes for the customers. The definition of a service states that it must facilitate the outcome that the customers want to achieve.

The questions were:

- What should be our Technology priorities for the next 6 years?
- What do we need to do in order to achieve these priorities?
- What do we want to do that we are not currently doing?
- What are we currently doing that we should stop doing?
- What do we do well?
- What needs improvement?

Twenty-six groups responded to the questions, representing a wide variety of perspectives. Responding groups included: advisory groups (Student Advisory Board, Instructional Lead Teachers), school Technology Committees, school teams, secondary school departments, and departments and offices. Several of the groups used the exercise as a starting point for writing local technology and office plans proving the value of the activity beyond a one time exercise.

<b>Group</b>	<b>Date</b>
Arlington Traditional School	6/29/2010
Career Center	7/1/2010
Drew Elementary School	7/1/2010
Enterprise Solutions (Information Services)	6/30/2010
Facilities and Operations	6/30/2010

Gunston Middle School - Gecko Team	6/14/2010
Instructional Lead Teachers	6/15/2010
Instructional Technology Coordinators	6/30/2010
Jamestown Elementary School	6/28/2010
Key Immersion School	6/7/2010 - 6/23/2010 (online)
Library Media Services	6/25/2010
McKinley Elementary School	6/23/2010
Oakridge Elementary School	6/9/2010
Student Advisory Board	5/6/2010
Taylor Elementary School	6/5/2010
Technology Services (Information Services)	7/1/2010
User Support Group (Information Services)	6/10/2010
Washington-Lee High School	6/17/2010
Yorktown English Department	6/30/2010
Yorktown Social Studies Department	6/30/2010

\* Individuals who responded were included in the analysis but are not listed.

### Needs Assessment Committee Literature Review

A committee was formed to oversee the implementation of the Needs Assessment mechanisms and to aggregate and analyze the resulting data. In preparation, committee members reviewed the Virginia and Federal Technology Plans, as well as other local technology plans. Members listened to TED talks and researched ICT Literacy. One committee member is part of VETAC and provided perspectives from that body. Several members of the committee hold ITIL certifications and brought with them insights from those technology management best practices.

### Needs Assessment Data Analysis

The Needs Assessment committee reviewed the results from the online survey and the responses to the six essential questions and established a list of recurring elements and themes. The recurring themes were consistent across both the responses from the focus groups and the online survey.

Upon analysis seven primary needs emerged from these themes. The needs reflect the elements of value to the customer as well as components needed to facilitate teaching and learning outcomes for our customers.

- **Agility** – the need for the services to be current, responsive and flexible
- **Decision-making with Use in Mind** – the need for the services to be implemented to support the outcomes of the customer
- **Data** – the need for data to be available and useful for data driven decisions
- **Individualized Experience** – the need for services to be available no matter the location or needs of the customer

- **Training** – the need for training and professional development services to support the outcomes of the customers
- **Reliability** – the need for services be reliable
- **Utility** – the need for services to be fit for purpose

The seven primary needs with exemplary themes (not listed in this document) were passed to the Goals committee to inform the development of goals, objectives, strategies and indicators in the plan.

## Integration and Alignment of Plans

The final step was the alignment and integration of the nascent Strategic Technology Plan:

<b>APS Strategic Technology Plan Goals</b>	<b>Alignment with Other Plans</b>	
	<b>Plan</b>	<b>Alignment</b>
Goal 1: Provide a safe, flexible, and effective learning environment for all students	Educational Technology Plan for Virginia	Goal 1
	APS Strategic Plan	Goal 4,5
	National Educational Technology Plan	Goal 3,4
Goal 2: Engage students in meaningful curricular content through the purposeful and effective use of technology.	Educational Technology Plan for Virginia	Goal 2
	APS Strategic Plan	Goal 1,2,4
	National Educational Technology Plan	Goal 1,3
Goal 3: Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.	Educational Technology Plan for Virginia	Goal 3
	APS Strategic Plan	Goal 1,2,4,5
	National Educational Technology Plan	Goal 1,4
Goal 4: Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.	Educational Technology Plan for Virginia	Goal 4
	APS Strategic Plan	Goal 1,2,4,5
	National Educational Technology Plan	Goal 3,4
Goal 5: Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.	Educational Technology Plan for Virginia	Goal 5
	APS Strategic Plan	Goal 1,2
	National Educational Technology Plan	Goal 2,3
Goal 6: Utilize technology to enable and optimize the work of business, support and instructional operations.	Educational Technology Plan for Virginia	Goal 5
	APS Strategic Plan	Goal 4
	National Educational Technology Plan	Goal 4,5

**ARLINGTON PUBLIC SCHOOLS STRATEGIC TECHNOLOGY PLAN  
FY2012-16  
Goals, Objectives Strategies and Indicators**

**Goals**

**Goals**

<b>Goal 1</b>	Provide a safe, flexible, and effective learning environment for all students.
<b>Goal 2</b>	Engage students in meaningful curricular content through the purposeful and effective use of technology.
<b>Goal 3</b>	Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.
<b>Goal 4</b>	Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.
<b>Goal 5</b>	Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.
<b>Goal 6</b>	Utilize technology to enable and optimize the work of business, support and instructional operations.

**Strategies**

<b>Strategy A</b>	Develop curriculum projects which: utilize blended and virtual learning environments and develop Information and Communications Technologies (ICT) literacy.
<b>Strategy B</b>	Provide technology-based formative assessments that produce further growth in content knowledge and skills development.
<b>Strategy C</b>	Provide differentiated professional development and training for educators and leaders on virtual learning environments, the meaningful uses of technology, and data driven decision making.
<b>Strategy D</b>	Provide Internet Safety curriculum and professional development to teachers in all Arlington Public Schools.
<b>Strategy E</b>	Provide a flexible technology environment that may be personalized to the learning needs and physical location of the user.
<b>Strategy F</b>	Provide a flexible technology environment that may be personalized to the productivity needs and physical location of the user.
<b>Strategy G</b>	Assess technical services and solutions.

**Indicators**

<b>Indicator i</b>	Annual description of initiatives which support the goal
<b>Indicator ii</b>	Annual Technology Questionnaire
<b>Indicator iii</b>	Annual usage statistics of virtual learning environments
<b>Indicator iv</b>	Annual report on technology professional development activities

**ARLINGTON PUBLIC SCHOOLS STRATEGIC TECHNOLOGY PLAN  
FY2012-16  
Goals, Objectives Strategies and Indicators**

**Goal 1:**

**Provide a safe, flexible, and effective learning environment for all students.**

<p><b>Objective 1.1</b> Deliver appropriate and challenging curricula through face-to-face, blended, and virtual learning environments.</p> <p><b>Strategy 1.1.1</b> Develop curriculum projects which: utilize blended and virtual learning environments and develop ICT literacy. (A)</p> <p><b>Needs Assessment</b> Agility, Decisions with Use in Mind</p>
<p><b>Objective 1.2</b> Provide the technical and human infrastructure necessary to support real, blended, and virtual learning environments.</p> <p><b>Strategy 1.2.1</b> Provide a flexible technology environment that may be personalized to the learning needs and physical location of the user. (E)</p> <p><b>Needs Assessment</b> Agility, Individualized Experience, Decisions with Use in Mind</p>
<p><b>Objective 1.3</b> Provide high-quality professional development to help educators create, maintain, and work in a variety of learner-centered environments.</p> <p><b>Strategy 1.3.1</b> Provide differentiated professional development and training for educators and leaders on virtual learning environments, the meaningful uses of technology, and data driven decision making. (C)</p> <p><b>Needs Assessment</b> Agility, Training</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>i Annual description of initiatives which support the goal</li> <li>ii Annual Technology Questionnaire</li> <li>iii Annual usage statistics of virtual learning environments</li> <li>iv Annual report on technology professional development activities</li> </ul>

**ARLINGTON PUBLIC SCHOOLS STRATEGIC TECHNOLOGY PLAN  
FY2012-16**

**Goals, Objectives Strategies and Indicators**

**Goal 2:**

**Engage students in meaningful curricular content through the purposeful and effective use of technology.**

<p><b>Objective 2.1</b></p> <p><b>Strategy 2.1.1</b></p> <p><b>Needs Assessment</b></p>	<p>Support innovative professional development practices that promote strategic growth for all educators and collaboration with other educators, content experts, and students.</p> <p>Provide differentiated professional development and training for educators and leaders on virtual learning environments, the meaningful uses of technology, and data driven decision making. (C)</p> <p>Agility, Individualized Experience, Training</p>
<p><b>Objective 2.2</b></p> <p><b>Strategy 2.2.1</b></p> <p><b>Needs Assessment</b></p>	<p>Actualize the ability of technology to individualize learning and provide equitable opportunities for all learners.</p> <p>Provide a flexible technology environment that may be personalized to the learning needs and physical location of the user. (E)</p> <p>Agility, Individualized Experience, Utility</p>
<p><b>Objective 2.3</b></p> <p><b>Strategy 2.3.1</b></p> <p><b>Needs Assessment</b></p>	<p>Facilitate the implementation of high-quality Internet safety programs in schools.</p> <p>Provide Internet Safety curriculum and professional development to teachers in all APS schools. (D)</p> <p>Individualized Experience, Training</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>i Annual description of initiatives which support the goal</li> <li>ii Annual Technology Questionnaire</li> <li>iii Annual usage statistics of virtual learning environments</li> <li>iv Annual report on technology professional development activities</li> </ul>	

**ARLINGTON PUBLIC SCHOOLS STRATEGIC TECHNOLOGY PLAN  
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**Goals, Objectives Strategies and Indicators**

**Goal 3:**

**Afford students with opportunities to apply technology effectively to gain knowledge, develop skills, and create and distribute artifacts that reflect their understandings.**

<p><b>Objective 3.1:</b> Provide and support professional development that increases the capacity of teachers to design and facilitate meaningful learning experiences, thereby encouraging students to create, problem solve, communicate, collaborate, and use real-world skills by applying technology purposefully.</p> <p><b>Strategy 3.1.1</b> Provide differentiated professional development and training for educators and leaders on virtual learning environments, the meaningful uses of technology, and data driven decision making. (C)</p> <p><b>Needs Assessment</b> Agility, Training</p>
<p><b>Objective 3.2</b> Ensure that students, teachers, and administrators are Information and Communications Technologies (ICT) literate.</p> <p><b>Strategy 3.2.1</b> Develop curriculum projects which: utilize blended and virtual learning environments and develop Information and Communications Technologies (ICT) literacy. (A)</p> <p><b>Needs Assessment</b> Individualized Experience, Training</p>
<p><b>Objective 3.3</b> Implement technology-based formative assessments that produce further growth in content knowledge and skills development.</p> <p><b>Strategy 3.3.1</b> Provide technology-based formative assessments that produce further growth in content knowledge and skills development. (B)</p> <p><b>Needs Assessment</b> Agility, Data, Decision making with use in mind, Training</p>
<p><b>Objective 3.4</b> Support instructional strategies and resources that assist in further bridging the achievement gap that exists among various groups of APS students.</p> <p><b>Strategy 3.4.1</b> Develop curriculum projects which: utilize blended and virtual learning environments and develop Information and Communications Technologies (ICT) literacy. (A)</p> <p><b>Needs Assessment</b> Agility, Individualized Experience, Training</p> <p><b>Strategy 3.4.2</b> Provide a flexible technology environment that may be personalized to the learning needs and physical location of the user. (E)</p> <p><b>Needs Assessment</b> Agility, Individualized Experience, Training</p> <p><b>Strategy 3.4.3</b> Provide differentiated professional development and training for educators and leaders on virtual learning environments, the meaningful uses of technology, and data driven decision making. (C)</p> <p><b>Needs Assessment</b> Agility, Data, Individualized Experience, Training</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>i Annual description of initiatives which support the goal</li> <li>iv Annual report on technology professional development activities</li> </ul>



**ARLINGTON PUBLIC SCHOOLS STRATEGIC TECHNOLOGY PLAN  
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Goals, Objectives Strategies and Indicators**

**Goal 4:**

**Provide students with access to authentic and appropriate tools to gain knowledge, develop skills, extend capabilities, and create and disseminate artifacts that demonstrate their understandings.**

<p><b>Objective 4.1</b> Provide resources and support to ensure that every student has access to a personal computing device.</p> <p><b>Strategy 4.1.1</b> Provide a flexible technology environment that may be personalized to the learning needs and physical location of the user. (E)</p> <p><b>Needs Assessment</b> Agility, Decision making with use in mind, Individualized Experience</p>
<p><b>Objective 4.2</b> Provide technical and pedagogical support to ensure that students, teachers, and administrators can effectively access and use technology tools.</p> <p><b>Strategy 4.2.1</b> Provide a flexible technology environment that may be personalized to the learning needs and physical location of the user. (E)</p> <p><b>Needs Assessment</b> Agility, Decision making with use in mind, Individualized Experience</p> <p><b>Strategy 4.2.2</b> Provide differentiated professional development and training for educators and leaders on virtual learning environments, the meaningful uses of technology, and data driven decision making. (C)</p> <p><b>Needs Assessment</b> Data, Individualized Experience, Training</p>
<p><b>Objective 4.3</b> Identify and disseminate information and resources that assist educators in selecting authentic and appropriate tools for all grade levels and curricular areas.</p> <p><b>Strategy 4.3.1</b> Provide differentiated professional development and training for educators and leaders on virtual learning environments, the meaningful uses of technology, and data driven decision making. (C)</p> <p><b>Needs Assessment</b> Individualized Experience, Training</p>
<p><b>Objective 4.4</b> Ensure that every student has access to an Internet connected personal computing devices during and outside of school hours.</p> <p><b>Strategy 4.4.1</b> Provide a flexible technology environment that may be personalized to the learning needs and physical location of the user. (E)</p> <p><b>Needs Assessment</b> Agility, Decision making with use in mind, Individualized Experience</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>i Annual description of initiatives which support the goal</li> <li>iv Annual report on technology professional development activities</li> </ul>

**ARLINGTON PUBLIC SCHOOLS STRATEGIC TECHNOLOGY PLAN  
FY2012-16  
Goals, Objectives Strategies and Indicators**

**Goal 5:**

**Use technology to support a culture of data-driven decision making that relies upon data to evaluate and improve teaching and learning.**

<p><b>Objective 5.1</b> Use data to inform and adjust technical, pedagogical, and financial support.</p> <p><b>Strategy 5.1.1</b> Provide differentiated professional development and training for educators and leaders on virtual learning environments, the meaningful uses of technology, and data driven decision making. (C)</p> <p><b>Needs Assessment</b> Data, Training</p>
<p><b>Objective 5.2</b> Provide support to help teachers disaggregate, interpret, and use data to plan, improve, and differentiate instruction.</p> <p><b>Strategy 5.2.1</b> Provide differentiated professional development and training for educators and leaders on virtual learning environments, the meaningful uses of technology, and data driven decision making. (C)</p> <p><b>Needs Assessment</b> Data, Training</p>
<p><b>Objective 5.3</b> Promote the use of technology to inform the design and implementation of next generation standardized assessments.</p> <p><b>Strategy 5.3.1</b> Provide a flexible technology environment that may be personalized to the learning needs and physical location of the user. (E)</p> <p><b>Needs Assessment</b> Agility, Data, Decision making with use in mind, Individualized experience</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>i Annual description of initiatives which support the goal</li> <li>iv Annual report on technology professional development activities</li> </ul>

**ARLINGTON PUBLIC SCHOOLS STRATEGIC TECHNOLOGY PLAN  
FY2012-16  
Goals, Objectives Strategies and Indicators**

**Goal 6:**

**Utilize technology to enable and optimize the work of business, support and instructional operations.**

<p><b>Objective 6.1</b> Develop and support technology solutions that improve the efficiency of Arlington Public Schools operations.</p> <p><b>Strategy 6.1.1</b> Provide a flexible technology environment that may be personalized to the productivity needs and physical location of the user. (F)</p> <p><b>Needs Assessment</b> Agility, Decision making with use in mind, Reliability, Utility</p>
<p><b>Objective 6.2</b> Provide technology services that fit the purposes of Arlington Public Schools.</p> <p><b>Strategy 6.2.1</b> Provide a flexible technology environment that may be personalized to the productivity needs and physical location of the user. (F)</p> <p><b>Needs Assessment</b> Agility, Decision making with use in mind, Individualized experience, Utility</p> <p><b>Strategy 6.2.1</b> Assess technical services and solutions. (G)</p> <p><b>Needs Assessment</b> Decision making with use in mind, Utility</p>
<p><b>Objective 6.3</b> Ensure all technical services and solutions are reliable and fit for use.</p> <p><b>Strategy 6.3.1</b> Assess technical services and solutions. (G)</p> <p><b>Needs Assessment</b> Decision making with use in mind, Reliability, Utility</p>
<p><b>Indicators</b></p> <ul style="list-style-type: none"> <li>i Annual description of initiatives which support the goal</li> <li>ii Annual Technology Questionnaire</li> </ul>



## Appendix 1 Budget

Arlington Public Schools believes that technology is an integral component of Instruction and the business operations of the school system. Technology supports the work of all departments and schools, helping them to perform their functions effectively and efficiently. It is therefore the belief of the system that planning for technology should be driven by the needs of the system, that technology is one of many pieces to the puzzle of an effective and well run organization. Because of the belief that technology only brings value when it is used to accomplish system goals, the technology budgeting process is incorporated into the overall budgeting process for the school system. Technology planning and funding is based on Instructional and Business needs and is woven into the Strategic Planning, Department Planning, School Management Planning and Budgeting processes.

In the APS Budgeting Process the School Board provides staff direction in high priority areas. APS staff members then draft a proposed budget with initiatives which are responsive to the Board's direction and the APS Strategic Plan. The School Board has final approval over the budget.

### Base Budget

The APS budget provides a substantial technology 'base budget' to schools to support local initiatives and to central offices for system-wide services. This base budget is used to fund the technology requirements for existing processes and small and intermediate scale Instructional and Business initiatives. Funds provided to schools are based primarily on student enrollment with senior leadership providing some schools additional funds based on specific projects or focuses. Base budget funding for central offices is evaluated and adjusted annually through the budgeting process to ensure adequate funds to maintain services at existing levels. Base budgets for FY2013 are:

**Hardware Maintenance** - Warranty and repair of end user hardware equipment such as computers, Smartboards and AV Equipment. (Excludes networking and telecommunications equipment). Allocation: \$478,000.

**Hardware Purchase** - Purchase of new and replacement technology equipment. Includes student computers, staff computers, iPads, AV Equipment, Smartboards. (Excludes networking and telecommunications equipment). Allocation: \$5,030,000.

**Professional Development** - Funds to train staff on the use of technology. Includes costs for conferences, specialized training and payment to teachers to attend training outside of contract hours. Allocation: \$162,000

**Software** - Purchase and maintenance of software and software services. Includes items such as the Student Information System, ERP System, Online Collaboration Spaces (Blackboard), virus protection and productivity software. Allocation: \$2,256,000

**Telecommunications & Network** - Hardware, software and services which support the telecommunications infrastructure. Includes landline and cell phone service, internet access, LAN and WAN networking equipment and wireless networks. Allocation: \$1,647,000

**Technology Supplies** - Consumables which support technology including printer paper, toner, printer ink and portable media. Allocation: \$144,000

# Appendix 1 Budget

## Additional Funds

In addition to base budgets, Schools and Departments put forward requests for additional funds to support large scale initiatives as part of the annual budgeting process. While these projects may have a technology component, the primary focus is on achieving a set of desired outcomes. Proposals are evaluated by Senior Staff with those bringing the best value to the system being proposed to the School Board for final approval. The following are Board approved initiatives which support the goals of the APS Strategic Technology Plan and have receiving additional funding for FY13.

### **STEM Initiatives:** \$440,000

APS has two new STEM (Science, Technology, Engineering and Math) initiatives for FY2013. Hoffman-Boston Elementary School will become a STEM focus school with the addition of a 1.0 STEM coordinator and an additional .5 Instructional Technology Coordinator. Staff members will receive STEM Professional Development; the school receives enhanced technology tools for students and staff in the classroom as well as additional programmatic materials. Taylor Elementary School is receiving a STEM focused Exemplary Project.

School Board Direction: Student Achievement and Student Success  
Technology Plan Alignment: Strategy A

### **Formative Assessment:** \$751,000

In FY12 APS purchased and deployed a formative assessment system. In FY13 APS is expanding use of the system by ensuring all elementary schools have a 10:1 ratio of iPads or tablets to support formative assessment.

School Board Direction: Student Achievement and Student Success  
Technology Plan Alignment: Strategy B

### **Support for Students with Disabilities:** \$100,000

In FY12 APS successfully introduced the use of tablets for certain students with disabilities. The funding will expand the program to meet the increasing number of requests for assistive technology devices. In addition, these funds place a .5 Instructional Technology Coordinator at the program which houses the students with the most severe disabilities.

School Board Direction: Student Achievement and Student Success  
Technology Plan Alignment: Strategy E

### **Professional Learning:** \$227,000

APS believes that educators learn most effectively when they are provided adequate time during their work day to learn and collaborate together to accomplish the school's mission and goals. Recognizing that our instruction team needs time to collaborate, analyze, reflect, and act on new and ongoing initiatives as well as engage in data analysis to improve student achievement, the School Board has funded two half days of professional learning.

School Board Direction: Teacher and Quality Staff  
Technology Plan Alignment: Strategy C

# Appendix 1 Budget

## Maintenance of Core Services Projection of future needs

Arlington Public Schools is dependent on the reliable delivery of core technology services. Technology hardware such as computers, servers and networking equipment have limited lifetimes while customer performance expectations continue to rise. To meet these rising expectations and maintain reliable systems the hardware and software which provide the core technology services must be constantly replaced and upgraded. The following projections identify estimated ongoing costs for maintaining the core technology services for the purposes of planning future budgets.

### Computer Replacement

APS has approximately 12,000 computers used by students and staff which should be replaced on a regular basis to ensure reliability and ever improving performance. The Department of Information Services has identified a 4 year replacement cycle for computers. This cycle ensures that computers remain under the manufacturers warranty and can run current software titles. Sustained annual funding of \$3.5 million will maintain APS at current computer ratios.

Year One	\$3.5 million
Year Two	\$3.5 million
Year Three	\$3.5 million
Year Four	\$3.5 million
Year Five	\$3.5 million

### Core Network Infrastructure Refresh

The APS network is at the center of the delivery of technology services. End users are requiring increasing bandwidth as well as increased wireless access along with high levels of reliability. This requires the regular replacement of existing systems, additional wireless access points and the establishment of redundant systems. Sustained annual funding of \$1.6 million is necessary to provide the needed services.

Year One	\$1.6 million
Year Two	\$1.6 million
Year Three	\$1.6 million
Year Four	\$1.6 million
Year Five	\$1.6 million

### Server and Storage Upgrade and Refresh

Servers are an essential component of the delivery of services. They are necessary to provide enterprise-level applications to end users such as email and the Student Information System. Users are demanding increased storage capacity for documents primarily driven by ongoing move towards media-rich documents. Sustained annual funding of \$500K is necessary to ensure an orderly replacement of servers and continued expansion of network storage and backup.

Year One	\$500K
Year Two	\$500K
Year Three	\$500K
Year Four	\$500K
Year Five	\$500K

# Appendix 1

## Budget

### Enterprise Data System Maintenance

Arlington Public Schools is dependent on various Enterprise Systems for housing, analyzing and presenting various components of Student, Operational and Business related data. These systems include and are not limited to systems like the Student Information System, Enterprise Financial systems, Enterprise Personnel Systems, Enterprise Data Warehouse, Data Dashboards. These systems are constantly addressed for new requirements from the various user groups in the district requiring maintenance, upgrades and in most cases customizations. Further, these enterprise systems also have a defined life cycle requiring mandatory upgrades to keep up with the changing technologies they are built on. The following is some estimation to the average life cycle of the Enterprise Systems and the estimated updates to these systems.

Year One	\$1.0M
Year Two	\$300K
Year Three	\$500K
Year Four	\$500K
Year Five	\$200K



## **Appendix 2**

### **Division Acceptable Use Policy**

#### **PROCEDURES AND GUIDELINES**

##### **Acceptable Use of Electronic Networked Resources & Internet Safety**

Arlington Public Schools (APS) expects all users to access the Internet and other electronic networked resources in a safe and responsible manner. All users are required to abide by the Acceptable Use of Electronic Networked Resources & Internet Safety (Policy 45-2) and the Policy Implementation Procedure (45-2). All uses of the Internet and networked resources shall be appropriate for a Pre-K-12 education setting.

##### **Acceptable Use Guidelines**

Acceptable use includes, but is not limited to the following guidelines:

1. Use school facilities and electronic resources for school-related instructional and APS business activities. This includes but is not limited to the use of the Internet, e-mail, instant messaging, chat rooms, Web pages, local school and county networks, and other electronic and online resources. Occasional negligible personal use of school computers by employees is permissible but may be subject to further restriction by appropriate school personnel.
2. In recognition of the need for efficient use of employee time and division resources, APS permits occasional use of division equipment, including computers, electronic mail, and other electronic services, provided that such use:
  - a. incurs only a negligible additional expense to APS;
  - b. does not impede that employee's or other employees' ability to do their jobs;
  - c. occurs during off-duty hours, whenever possible; and
  - d. is not for the purpose of generating income for the employee or another.

Under no circumstances may an employee use APS equipment to engage in any activity that is illegal or otherwise expressly prohibited, for example, political activity or lobbying activity prohibited by law.

3. APS students and employees are required to use only the network and Internet access provided by, and filtered by, APS when using APS owned equipment while on school property.
4. Do not tamper with, copy, or download files including freeware or adware without authorization.
5. Recognize and respect the intellectual property of others. Adhere to all Federal copyright laws and vendor licensing agreements, and do not use the Internet to send or download copyrighted materials. All users shall provide proper attribution to sources of work obtained, in whole or in part, from the Internet and, where appropriate, obtain permission to use the work of others.
6. Install only software licensed to Arlington Public Schools for use on its computer systems
7. Respect the integrity of the network system. Enter only authorized systems and do not attempt to circumvent or subvert system security measures including circumventing the APS firewall. Do not tamper or alter the system in such a way that would disrupt the network.
8. Do not use the Internet to "hack" or gain unauthorized access to other computers, networks, or information systems.

## **Appendix 2**

### **Division Acceptable Use Policy**

9. Report all suspected computer viruses and other problems immediately so that action can be taken and damage minimized.
10. Do not create or upload a worm, virus, or other harmful or destructive form of programming or software.
11. Use equipment responsibly. Do not damage hardware, electronic systems, or networks.
12. Conserve resources including but not limited to file/e-mail storage space, bandwidth, online time, toner, and paper.
13. Do not connect any non-school-division-owned device to any part of the APS network without authorization. Storage devices (e.g., memory sticks, digital cameras) used for instructional purposes are an exception.
14. Understand that any messages or files sent, accessed, or received on APS equipment are subject to inspection.
15. Do not view, sell or purchase merchandise for personal financial gain or operate a business utilizing APS electronic resources (exception: APS authorized publications).
16. Comply with the provisions contained elsewhere in Section 45, Technology, including E-mail Etiquette, and contained in Section 35, Personnel.

#### **Internet Safety Guidelines**

1. Protect privacy and safety by not disclosing such personal information as telephone numbers, addresses or passwords. Students should be careful not to disclose information that could lead to the inadvertent discovery of their identity, such as their school name or location.
2. Use only assigned usernames and/or passwords. The use of others' usernames and/or passwords is forbidden.
3. Do not disable filtering software or other technologies.
4. Be courteous and use appropriate language. Do not harass or attack others, or use expressions of or engage in discrimination, retaliation, bigotry, racism and/or hate.
5. Do not view, send, display, or use profanity, obscenities, sexually explicit, or offensive materials.
6. Students are advised to never meet anyone who they have met only via the Internet.
7. Report any pornographic or offensive materials on or accessible from school-owned equipment.
8. Immediately report any incidents of cyber bullying such as personal attacks and threats to you, others or to school property. Retain copies of any threatening content or messages to provide to school authorities and/or law enforcement, if appropriate.

## **Appendix 2**

### **Division Acceptable Use Policy**

9. Do not use APS computer equipment and communication services for sending, receiving, viewing or downloading illegal, inappropriate or obscene material via the Internet.

#### **Filtering Process**

Arlington Public Schools recognizes that users may encounter materials that could be viewed as inappropriate and non-educational. Therefore, provisions have been made to direct and monitor student use through the use of filtering software. The Filtering Committee, consisting of APS technical and instructional staff and chaired by the supervisor, Library Media Services, determines which categories of Internet sites as delineated within the software are to be blocked based on input from school, library and central office staff and compliance with the Children’s Internet Protection Act (CIPA) and the Code of Virginia. Network and Infrastructure Services manages the filtering software.

- Requests to block or unblock additional categories or specific sites are made by the requesting staff member through the building or program administrator to the supervisor of Library Media Services. All requests to un-block a site must include both an explanation of the instructional need of the material within the site and the grade level access that is requested. Appeals of denied requests are made to the Assistant Superintendent of Instruction.

However, it continues to be the responsibility of the individual user not to initiate access to inappropriate material. If such material is encountered, the user is expected to exit immediately and notify the teacher or the supervisor of Library Media Services of the inappropriate material and how it was accessed.

#### **Consequences for Inappropriate or Illegal Use of Electronic Networked Resources**

Anyone found to have engaged in illegal, unauthorized, inappropriate or unethical practices related to Acceptable Use of Electronic Networked Resources & Internet Safety policy will be subject to disciplinary action that could result in denial of system access, suspension, termination of employment and/or criminal prosecution.

#### **Areas of Responsibility**

1. The Assistant Superintendent of Information Services is responsible for the system-wide implementation, review, and evaluation of these procedures. Principals and program managers are responsible for their implementation at the school or program level.
2. Administrators are responsible for informing staff members of the Acceptable Use of Electronic Networked Resources & Internet Safety policy and providing each staff member with a copy.
3. School staffs are responsible for informing students and their parents of the Acceptable Use of Electronic Networked Resources & Information Services policy and the consequences resulting from not adhering to both.
4. All technology users are responsible for reviewing and abiding by the Acceptable Use of Electronic Networked Resources & Internet Safety policy.
5. Teachers, library media specialists and instructional technology coordinators (ITCs) are responsible for providing Internet safety instruction, guidance, monitoring student use of APS electronic resources, and reporting all violations to school administration.

## **Appendix 2**

### **Division Acceptable Use Policy**

6. Instructional staff members are responsible for identifying, reviewing, and evaluating the most appropriate resources that comply with School Board policy Internet safety as it applies to the content area.
7. Students are responsible for contacting a teacher, school administrator or parent if they encounter situations that are offensive or threatening while using electronic resources.
8. Teachers are responsible for posting the rules for safe Internet use (i.e., Acceptable Use Guidelines) and reminding students that the rules were created for their protection.
9. APS is responsible for providing teachers with opportunities to learn about Internet-related personal safety, cyber security, cyber bullying, malicious codes and viruses, and copyright ethics.
10. Authorized Arlington Public School personnel may review files and communication to maintain system integrity. All users should assume that electronic communications and storage are not private, permanent, nor necessarily secure.
11. Parents and community stakeholders are responsible for reviewing and recommending ongoing revisions to the APS Internet Safety Program.
12. APS is not responsible for student or staff use of electronic technology resources outside of school. However, staff or students may be disciplined for any technology use that negatively affects the APS or that negatively affects the ability or fitness of any staff person to effectively serve the school division.
13. The use of computer equipment and communication services, technology and the Internet by school personnel shall represent the school/program favorably in the school and in the community and must model appropriate usage for the student population.
14. All stakeholders are responsible for monitoring and/or evaluating emerging technologies and recommending revisions to the APS Internet safety program.

Reference:

Code of Virginia 18.2-374.1:1

Code of Virginia 18.2-390 (2)-(5)

Code of Virginia 18.2-372

Code of Virginia 22.1-70.2 Chapter 52

Code of Virginia 22.1-315

APS Policy 35-4.9

APS Policy 45-2

APS Policy Implementation Procedure 45-2.1

APS Policy Implementation Procedure 45-5

Last Amended: 7/6/2007

## **Appendix 3**

### **Internet Safety**

Arlington Public Schools has developed a multi-faceted approach to address Internet Safety. Librarians, Instructional Technology Coordinators (ITCs), Health and Physical Education teachers, Guidance Counselors and Resource Officers have collaborated to identify specific areas of Internet Safety that they will include in their work with students and teachers. In general the primary responsibility for instruction in grades K-8 remains with the librarian, at grades 9-12 the program is integrated into Family Life, Health Education, and Business Education. In some schools it is included as part of the Freshman orientation. Additionally the librarian and the ITC participate in integrating Internet Safety as appropriate. Posters and reminders are posted in area where students use computers.

Schools provide opportunities and information to parents about Internet Safety via PTA meetings and newsletters. Information is distributed to parents concerning how to use the free tools included by the local Internet Service Providers to install security measures on home computers.

Opportunities for becoming i-SAFE certified have been provided to all staff and additional information regarding other resources for classroom integration has been disseminated. A Blackboard course in integrating Internet Safety was offered. All librarians, ITC, and health and physical education teachers are i-SAFE certified.

APS has deployed an Internet Filter, included it's Acceptable Use Policy in the Student Handbook and in April of 2008 adopted a Policy on Cyber Bulling.



## **Appendix 4 Resources**

Educational Technology Plan for Virginia - “Educational Technology Plan for Virginia” -  
[http://www.doe.virginia.gov/support/technology/edtech\\_plan/index.shtml](http://www.doe.virginia.gov/support/technology/edtech_plan/index.shtml)

APS Strategic Plan - “Arlington Public Schools 2005-2010 Strategic Plan” -  
<http://www.apsva.us/15401081151420393/site/default.asp>

National Educational Technology Plan - “National Educational Technology Plan 2010”  
<http://www.ed.gov/technology/netp-2010>





## **Appendix 5 Timeline and Initiatives**

The Timeline and Initiatives for the APS Strategic Technology Plan can be found in the supplementary Annual Plans, published spring for the upcoming fiscal year.



## **Appendix 6 Provided Services**

### **GOAL ONE: ENSURE THAT EVERY STUDENT IS CHALLENGED AND ENGAGED**

Arlington Public Schools will provide all students with the knowledge and skills to succeed in the 21st Century through a challenging, engaging, and comprehensive education. Students will have a passion for learning, be inquisitive and open minded, and become responsible citizens.

The most important components of a challenging and engaging education are:

- Early foundational skills of reading, writing, and mathematics;
- Science, technology, engineering, and advanced mathematics (STEM);
- Advanced communication techniques in reading, writing, speaking, and active listening; world language acquisition; technology; and the arts;
- Twenty-first century skills, best described as critical thinking skills in all subject areas, including problem-solving, decision making, data analysis, negotiation, and research and information analysis to support life-long learning;
- Character development including ethics and ethical behavior and the ability to understand and work with people from different cultural and language backgrounds; and
- Life skills of teamwork and collaboration, time management, setting goals, community service, consumer and financial management, and appreciation of the fine and performing arts.

### **GOAL TWO: ELIMINATE ACHIEVEMENT GAPS**

All Arlington Public Schools students will meet high academic standards and achieve success regardless of race, ethnicity, gender, home or native language, disability, special learning needs, economic background, or other factors that should not be a predictor of success.

The most important components in eliminating achievement gaps are:

- All stakeholders have high expectations for students—the School Board, administration, teaching and support staff, parents, and students.
- Students are provided clear and challenging learning targets.
- Students engage in a variety of opportunities to demonstrate their levels of understanding.
- Students take part in effective and dynamic classroom instruction that is differentiated according to their particular academic needs, interests, and learning preferences.
- Staff and students understand and respect the cultures, norms, beliefs, ideas, and feelings of others.
- Parents and guardians are informed, supported, and encouraged to be effective partners in their children’s education.
- The responsibility for eliminating achievement gaps is shared with schools, parents, and the larger community. APS actively collaborates with parents and the community to meet the needs of all students.

## **Appendix 6**

### **APS Strategic Plan Goals**

#### **GOAL THREE: RECRUIT, RETAIN, AND DEVELOP HIGH QUALITY STAFF**

Arlington Public Schools will provide a high quality and challenging educational experience for all students by recruiting and hiring an exemplary and diverse workforce, offering a competitive compensation package, and providing staff with necessary tools and training.

The most important functions that APS will perform to recruit, retain, and develop high quality staff are:

- Attracting and hiring highly qualified candidates to enhance its effective and diverse staff and meet all student needs;
- Motivating and developing highly qualified staff members in ways that make them feel supported, valued, productive, and successful;
- Applying systems and practices for recruitment, retention, assessment, and evaluation; compensation and benefits; and learning and development that strengthen the ability to hire and retain a highly qualified, diverse staff; and
- Providing professional opportunities, including professional learning communities that allow employees to excel and maximize their potential.

#### **GOAL FOUR: PROVIDE OPTIMAL LEARNING ENVIRONMENTS**

Arlington Public Schools provides the necessary resources and facilities to sustain excellence.

The most important actions of APS to create optimal learning environments are to:

- Manage resources efficiently and effectively to enhance teaching and learning;
- Provide attractive, safe, and healthy spaces that engage students in active and meaningful ways;
- Create vital and engaging, technology-rich learning environments;
- Manage the effects of growth to ensure that all students, teachers, and staff have access to quality facilities, resources, and instructional programs;
- Explore ways to obtain community and business support by responding to opportunities to obtain available grant money and other resources;
- Feature flexible designs that allow students, teachers, and other staff to re-configure spaces with minimal cost to meet the needs of specific populations; and
- Include environmental stewardship in decision-making, by designing or redesigning facilities and their grounds to be high quality, energy-efficient, and sustainable.

#### **GOAL FIVE: MEET THE NEEDS OF THE WHOLE CHILD**

Arlington Public Schools will nurture students' intellectual, personal, social, and emotional development with services and strategies that support students and their families to enable students to learn and develop their potentials.

The most important functions to strengthen support services include:

- Promoting the development of internal and external assets in students;
- Developing dynamic partnerships between parents and schools, including the implementation of parent education and training to cultivate their involvement;
- Incorporating comprehensive physical, mental health, and wellness services;
- Implementing and enforcing the anti-bullying policy and procedures system-wide; and
- Maintaining internet safety and social media policies and procedures, and expanding opportunities to ensure that students have knowledge of and practice accepted norms, rules, and laws of being a responsible technology user.

## **Appendix 7 Provided Services**

Technology Staff in Arlington Public Schools support a wide range of services which are used by the end customers to support their professional practices. Specifically the following services are provided to APS:

**Business System Services** - Business Systems are large software applications which support multiple operations within APS. Business Systems include the student information system, grade book, purchasing system, payroll system, bus routing system and the IEP system.

**Desktop Systems Services** - Desktop Systems are the computers and laptops.

**Communications Services** - Communications Services provide APS with electronic communications and scheduling services. Communications Services include email, calendaring, telephone, cell phone and smart phone.

**Electronics Services** - Electronics are the hardware devices and peripherals, many of which connect to computers. Electronics include cameras, SmartBoards, video cameras, televisions and printers.

**Instructional Technology Services** - Instructional Technology services are the software titles and systems which are designed to specifically support instruction. Instructional Technology includes Blackboard, READ 180 and United Streaming.

**Network System Services** - Network Systems are the core infrastructure systems which allow technology systems to communicate and function. Network Systems include wired and wireless connectivity, document storage, and Internet access.

**Reporting Services** - Reporting is retrieving data from various systems and making it available for documentation and decision making. Reporting includes state reporting, reporting on student data, personnel data and financial data, and data warehousing.

**Software Services** - Software services are the delivery of software titles to the computers. Software includes Microsoft Word, Internet Explorer and Adobe Reader.

**Support Services** - Support Services are responses to requests for assistance. Support Services include the Service Support Center (help desk), informal 'how-to' training and answering technology questions.

**Training and Professional Development Services** - Training Services are formal training sessions which provide information on how to use technology. Training Services include student information system training, Blackboard Training, ERP Training, United Streaming training and consultation in technology use.

**Video Services** - Video Services deliver video. Video Services include APS cable TV, TV channels, special event setup and School Board streaming.

## **Appendix 7 Provided Services**

The delivery and support of these services can be broken down into three broad areas:

**Service Design** - Service Design is ensuring the service meets the customer needs. It involves areas such as needs assessments, high level design of the service, anticipation of future needs, and measurement of APS services against industry best practices. In ITIL this is Fit for Purpose. APS employs 13 staff members whose primary job responsibility is Service Design.

**Service Delivery** - Service Delivery is the actual build of the service according to the service design and ensuring that the service is available according the user needs. In ITIL this is Fit for Use. APS employees 35 staff members whose primary job responsibility is Service Delivery.

**Service Application** - Service Application is ensuring the users can apply the service to their professional practices. This includes training in how to use a service as well as instruction in best practices of how the service can better help the user to perform their jobs. APS employs 41 staff members whose primary job responsibility is Service Application.

## Appendix 8 Document Revisions

<b>Date</b>	<b>Version</b>	<b>Revision</b>	<b>Author</b>
12/20/2011	1.0	Original Document	Matt Smith
5/19/2011	1.1	Added Budget, Timeline and Document Revisions Appendixes	Matt Smith
5/31/2011	1.2	Updated Budget Figures	Matt Smith
June 2012	2.0	Re-alignment with new strategic plan. Added Strategic Plan Appendix. Rewrite of the Budget Appendix, Annual Plan Updated	Matt Smith