

Board of Education Retreat
Tuesday, May 27, 2025 5:00 PM
Farmer Brown's Steakhouse
2620 River Rd Drive
Waterloo, Nebraska 68069

1. Call to Order and Pledge of Allegiance
2. Discuss, Consider, and Take Necessary Action to Approve Tech Equipment Purchase
3. Review of Community Engagement Data for Strategic Planning
4. Annual Review of Board Goals



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QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PKXG087	5/8/2025	PKXG087	6387312	\$22,354.20

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
HP Smart Buy 11.6" Fortis x360 11 G3 1 Celeron N5100 8GB RAM 64GB eMMC Chro Mfg. Part#: 7L302UT#ABA Contract: Sourcewell 121923-State of Nebraska Chromebook (111216 04)	60	7326614	\$340.57	\$20,434.20
Google Chrome Education Upgrade Mfg. Part#: CROS-SW-DIS-EDU-NEW Electronic distribution - NO MEDIA Contract: Sourcewell 121923-State of Nebraska Chromebook (111216 04)	60	5988499	\$32.00	\$1,920.00

SUBTOTAL	\$22,354.20
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$22,354.20

PURCHASER BILLING INFO

Billing Address:
ARLINGTON SCHOOL DISTRICT
BOARD OF EDUCATION
705 N 9TH ST
PO BOX 580
ARLINGTON, NE 68002-3032
Phone: (402) 478-4173
Payment Terms: NET 30 Days-Govt/Ed

DELIVER TO

Shipping Address:
ARLINGTON SCHOOL DISTRICT
KURT SANDERS
705 N 9TH ST
ARLINGTON, NE 68002-3032
Shipping Method: DROP SHIP-GROUND

Please remit payments to:

CDW Government
75 Remittance Drive
Suite 1515
Chicago, IL 60675-1515

QUOTATION

Issued for: Arlington Public Schools
Delivery Zip code: 68002

Issued by
SpaceBound
Amazon Account Manager
Matthew Nixon
P: 706 4958324
Emailmattnix@amazon.com

Quote Total (excl. Tax): \$18766.80

S.No.	Brand	Product	QTY	Unit Price	Total (excl. Tax)
1	HP	B0C3XR7VBX HP Fortis x360 G3 J Chromebook 11.6" HD Touch-screen Notebook Computer, Intel Celeron N5100 1.1GHz, 8GB RAM, 64GB eMMC, Chrome OS	60	\$312.78	\$18766.80

SHIPPING/HANDLING \$0.00

Quote Total \$18766.80

Google Education License 60 x ~~32~~ 40 ~~1920.00~~ 2400.00
~~20,686.80~~
21,166.80



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QUOTE CONFIRMATION

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Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PKVJ125	5/6/2025	DESKTOP/MONITOR	6387312	\$61,666.50

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
<u>HP Pro SFF 400 G9 Desktop Computer - Intel Core i5 12th Gen</u> <u>i5-12500 - vPro</u> Mfg. Part#: B17T5AT#ABA Contract: Sourcwell 121923-State of Nebraska (111216 04)	50	8058942	\$786.00	\$39,300.00
<u>ViewSonic VA2447-MH - 1080p Monitor with Ultra-Thin Bezel,</u> <u>FreeSync, 100Hz,</u> Mfg. Part#: VA2447-MH Contract: Sourcwell 121923-State of Nebraska (111216 04)	50	6416858	\$92.99	\$4,649.50
<u>Acer Vero V247Y Gbmipx - V7 Series - LCD monitor - Full HD</u> <u>(1080p) - 24"</u> Mfg. Part#: UM.QV7AA.G01 Contract: Sourcwell 121923-State of Nebraska (111216 04)	50	8188088	\$126.15	\$6,307.50
<u>ASUS VA24DQ - LED monitor - Full HD (1080p) - 23.8"</u> Mfg. Part#: VA24DQ Contract: Sourcwell 121923-State of Nebraska (111216 04)	50	6163442	\$120.59	\$6,029.50
<u>HP V24v G5 24" Class Full HD LCD Monitor - 16 9</u> Mfg. Part#: 65P62AA#ABA Contract: Sourcwell 121923-State of Nebraska (111216 04)	50	7110071	\$107.60	\$5,380.00

SUBTOTAL	\$61,666.50
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$61,666.50

QUOTATION

Issued for: Arlington Public Schools
Delivery Zip code: 68002

Issued by
ProTech PC
Amazon Account Manager
Matthew Nixon
P: 706 4958324
Emailmattnix@amazon.com

Quote Total (excl. Tax): \$23702.00

S.No	Brand	Product	QTY	Unit Price	Total (excl. Tax)
1	HP	B0C9KKLL1Y HP Pro Tower 290 G9 Business Desktop, 12th Gen Intel 4-Core Processor (Beats Core i7-9700), 16GB RAM, 256GB PCIe SSD + 1TB HDD, 2-Monitor Support 4K, DVD-RW, HDMI, VGA, Wi-Fi, Windows 11 Pro, Black	50	\$474.04	\$23702.00
SHIPPING/HANDLING					\$0.00
Quote Total					\$23702.00



ARLINGTON PUBLIC SCHOOLS

**STRATEGIC PLAN FRAMEWORK
2025-2030**

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Arlington Public Schools

This Strategic Framework presented to

Dr. Dawn Lewis, Superintendent

And

Arlington Board of Education

Chase Kratochvil, President

Cassie Flesner, Vice President

Brian Laaker, Treasurer

Steve Slykhuis

Shannon Willmott

Jason Arp

Mission

Empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.

Vision

For all students to discover a Passion, feel a sense of Purpose, and find or create a Pathway.

NASB GUIDING PRINCIPLES

The ten Guiding Principles of the Nebraska Association School Boards (NASB) Strategic Planning process describes the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by Marzano and Danielson instructional models and are in alignment with the Nebraska State Board of Education AQuESTT tenets/Accreditation, and the NASB Board Governance Standards. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school. The Guiding Principles are as follows:

1. Academic Learning and Success

A balanced learning process that includes instructional methods to improve learning and growth for each student.

2. Student Centered Learning

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

3. Cultural Inclusion and Engagement

The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.

4. District/Building Climate & Culture

Relationships among staff, students, and families are the foundation of a school's culture and climate.

5. Personnel Effectiveness

Support the professional growth of effective staff and school leaders.

6. Social-Emotional Mental Health Well-Being

Social-emotional mental health well-being of students and staff is a critical component of a high functioning school district.

7. Access to Educational Opportunities

Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.

8. Family and Community Partnerships

Positive partnerships fundamentally improve the outcomes for students, school district, and community.

9. District Resources

Align and manage district resources to meet needs and goals.

10. Board Governance

Effective board governance ensures accountability focused on growth and student learning.

GUIDING PRINCIPLES OF FOCUS

The NASB Strategic Planning process, after the full engagement of stakeholders and analysis of the data collected, has provided the following recommendations for future development at Arlington Public Schools. The recommendations provided are created with the core elements defined above. With purposeful action towards these priorities, APS will find a new era of success. With proper governance and accountability, this success can be made sustainable and leveraged for the advancement of student outcomes.

ACADEMIC LEARNING AND SUCCESS

A balanced learning process that includes instructional methods to improve learning and growth for each student.

Objective: *Amplify the academic program at APS by providing the necessary supports, systems, and opportunities for all to engage meaningfully in the education process. (Personnel Effectiveness, Student Centered Learning, Access to Educational Opportunities)*

Strategy 1.1: Provide job-embedded meeting time for certified staff members to evaluate the effectiveness of instructional supports through the MTSS process, using data to ensure all students are provided with necessary support and enrichment.

Performance Indicator 1.1(a): Administration will provide staff meeting time to increase staff data literacy, assessing if data is utilized well in the MTSS process to meet the needs of students.

Performance Indicator 1.1(b): Administrators and appropriate staff will evaluate the effectiveness of the instructional supports and benefits of MTSS implementation and enhance where needed.

Strategy 1.2: - Through professional development and staff collaboration, staff will clarify and develop the components of the instructional program (instructional framework, curriculum mapping, alignment, scope and sequence) to build common instructional practice district-wide.

Performance Indicator 1.2(a): Evaluate current district onboarding process and implement necessary changes to ensure the process for certificated and appropriate classified staff includes a focus on utilizing the district-adopted instructional framework.

Performance Indicator 1.2(b): Administration, with board support, will develop an annual schedule that provides consistent collaboration time for staff (departments and teams) to fully develop the components of the curriculum, establishing the order the components should be addressed.

Strategy 1.3: -Develop program evaluations to verify integration of APS Curriculum and Outcomes with character expectations and future workforce needs of the community, with specific attention given to CTE offerings.

Performance Indicator 1.3(a): The board and administration will determine key data sources to use in the evaluation of district programming.

Performance Indication 1.3 (b). Utilizing gathered data, determining long term feasibility of district programming, including CTE expansion, giving consideration to local needs, stakeholder feedback and functionality of current or future facilities.

Performance Indicator 1.3(c): The district will communicate the potential CTE program expansion, ensuring expansion aligns with community expectations and workforce demands.

DISTRICT/BUILDING CLIMATE & CULTURE

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

Objective: *Foster a positive culture of high expectations that pushes all students and staff members toward connection and excellence. (Family and Community Partnerships, Student Centered Learning, Personnel Effectiveness)*

Strategy 2.1: The board and administration will seek opportunities to recognize staff and will engage community partners to support the recognition program.

Performance Indicator 2.1(a): Administration will develop an annual communication calendar to ensure an APS communication system of regular updates to staff is established.

Performance Indicator 2.1(b): Administration and designated staff will develop and implement strategies to inform the public of events, accomplishments and opportunities in the district.

Performance Indicator 2.1(c): Embed opportunities to recognize staff, at all levels, into regular district wide communication.

Strategy 2.2: Beginning with the Board of Education, the district will clearly define behaviors and habits that strive to meet the APS standard of excellence.

Performance Indicator 2.2(a): Create opportunities for staff to have dedicated time to define APS standards of excellence in the areas of academics, student behaviors, MTSS, etc. and formulate action steps to pursue high and consistent expectations in these areas.

Performance Indicator 2.2(b): Consider parent advisory committees for building level administrators to help define high expectations and APS standards of excellence.

Strategy 2.3: Evaluate and revise the district onboarding process for all staff members to ensure clear professional standards, preparation of all job duties, and the instillation of district values and cultural expectations.

Performance Indicator 2.3(a): Develop an onboarding team to determine necessary components based on roles of new staff members and district values and priorities.

Performance Indicator 2.3(b): Ensure all teachers, with attention given to new hires, have access to and use high quality curriculum resources, including curriculum maps, common assessments, academic programs, and instructional materials.

DISTRICT RESOURCES

District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and to promote growth of instruction and student learning.

Objective: Devote key resources to support the recruitment and retention of staff members, and the physical and programming growth of the district. (Board Governance, Access to Educational Opportunities, District/Building Climate & Culture)

Strategy 3.1: Promote the support and benefits provided by the district to recruit high quality staff members to the district.

Performance Indicator 3.1(a): Communicate long-term staffing needs to the board to allow for the necessary allocation of resources.

Performance Indicator 3.1(b): Develop partnerships with identified institutions and community entities to create consistent pools of high-quality applicants

Strategy 3.2: Working transparently with the community, prioritize and devote resources toward current and anticipated facility needs to provide functional learning space and tools for expanded student learning opportunities

Performance Indicator 3.2(a): The board, in collaboration with administration, will continually examine community and district data as it relates to facilities, course offerings and student achievement.

Performance Indicator 3.2(b): The board will engage in a long-term facilities plan of the district, giving consideration to enrollment trends and new course offerings.

BOARD GOVERNANCE

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

Objective: *Create a highly effective governance process that promotes accountability internally, the integration of community perspectives, and the advancement of student learning. (Board Governance Standards: III Stakeholder and Community Engagement, IV Accountability and Student Achievement, V Advocacy)*

Strategy 4.1: Continuously engage the community in district developments to ensure the community has opportunities to provide input.

Performance Indicator 4.1(a): The board will re-engage district patrons annually/biannually to provide timely updates on the progress of the Strategic Plan, including results of feasibility studies and data collection.

Performance Indicator 4.1(b): Seek out additional opportunities to receive stakeholder feedback surrounding district goals and priorities.

Performance Indicator 4.1(c): Ensure continuous engagement with community stakeholders is included in any district communication plans. (See Strategy 2.1)

Strategy 4.2: Ensure board meetings are student-focused by receiving updates, reports, and data to validate program impact on instruction and learning and ensure alignment with long-term district goals.

Performance Indicator 4.2(a): Establish clear expectations for program review reports to verify effective use of district resources.

Performance Indicator 4.2(b): Align the board meeting agenda to Strategic Plan items allowing for regular progress updates during board meetings.

Strategy 4.3: Create an annual advocacy plan/process to engage with local and state officials.

Performance Indicator 4.3(a): Consider the formation/implementation of an advocacy committee and include an advocacy update on the regular meeting agenda.

Performance Indicator 4.3(b): The board will seek opportunities to engage with local representatives (village board, county commissioners, state legislature) to share the story of APS and develop a reciprocal relationship resulting in the district and the representatives working toward the common good of public education.

ARLINGTON PUBLIC SCHOOLS

NEEDS ANALYSIS SUMMARY



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INTRODUCTION AND PURPOSE OF THE NEEDS ANALYSIS

Arlington Public Schools and the district communities are partnering to strengthen district-wide efforts to improve student achievement and create an environment where every child can grow and learn. As a publicly elected body, one of the most vital roles of the board of education is to gather input and take direction from stakeholders on issues related to students, their academic achievement, and the environment in which they learn. While it is the board's responsibility to establish a vision, as well as operational and instructional goals for the district, they should regularly engage internal and external stakeholders to ensure goals align with the community's values and aspirations for the school district. In short, stakeholder engagement is an opportunity for the board to gain feedback and help envision a path to improvement and growth.

Chief among these stakeholders are the students and staff. What do the students need to be safe, nurtured, challenged, and prepared for the future? What do the teachers and staff need to do their jobs effectively? What does the community expect from the school district? To facilitate the engagement of stakeholders and develop a comprehensive strategic plan, district leadership engaged the support of the Nebraska Association of School Boards (NASB). NASB Board Leadership staff utilized focus group discussion, online surveys, and data collection from various sources and stakeholders to produce a comprehensive view of the district, gathering opinions, concerns, suggestions, and hopes along the way.

The careful analysis of collected data ensures informed decision-making about what to change and how to institute systemic change. Using the data and findings from this Needs Analysis, a finalized Strategic Plan will be developed and ultimately outline priorities, objectives, strategies, and performance indicators. These actions will support the district's mission to provide a quality education in a safe and supportive learning environment.

What is the Needs Analysis?

The Needs Analysis is the first step in setting the course for the future. This Needs Analysis document was developed based upon the data gathered to understand the environment in which the district is operating. The full analysis ensures the development of a meaningful and achievable strategic plan to chart a course for successful delivery of curriculum, programs, and services of Arlington Public Schools.

The Needs Analysis Summary and Data Addendum (all data collected, provided to Superintendent) reflect the results of district- and community-wide survey engagement, in-person facilitated discussions, and the use of relevant extant data to provide a clear picture of the state of the district. Within this document is an analysis of the results of qualitative and quantitative assessments of various aspects of the district. These are broken down into ten Guiding Principles of a well-functioning district. From this information, Arlington Public Schools and the NASB Board Leadership Team will identify and build a comprehensive plan to support district achievement over the next 3-5 years. It is the responsibility of the board and administrative team to address these needs and priorities, and to make the district vision come to life.

GUIDING PRINCIPLES

The ten Guiding Principles of the Nebraska Association School Boards (NASB) Strategic Planning process describe the structures, resources, and dynamics of a high-functioning school district. These elements were influenced by the Marzano and Danielson Instructional Models and are in alignment with the Nebraska State Board of Education AQuESTT Tenets/Accreditation and the NASB Board Governance Standards. Through careful planning, the use of quality data, and a commitment to continuous improvement, growth in these ten Guiding Principles can lead to lasting, positive change for a public school.

Academic Learning and Success

A balanced learning process that includes instructional methods to improve learning and growth for each student.

- Curriculum
- Instruction
- Technology

Student-Centered Learning Environment

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

- Behavior Supports
- Student Transitions
- Classrooms

Cultural Inclusion and Engagement

The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.

- Equitable Data Utilization
- Cultural Awareness
- Family Supports

District/Building Culture and Climate

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

- Environment
- Collaboration
- Communication

Personnel Effectiveness

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success.

- Leadership and Staff Accountability
- Onboarding and Mentorship
- Professional Development

Social-Emotional Mental Health Well-Being

Social-emotional mental health well-being of students and staff is a critical component of a high functioning school district.

- Supports
- Programs
- Resources

Access to Educational Opportunities

Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high- achieving school district.

- Course/Elective Offerings
- Academic Supports
- Early Childhood

Family and Community Partnerships

Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

- Engagement/Involvement
- Communication
- Partnerships

District Resources

District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and promote growth of instruction and student learning.

- Budget/Funding
- Facilities and Grounds
- Staffing

Board Governance

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

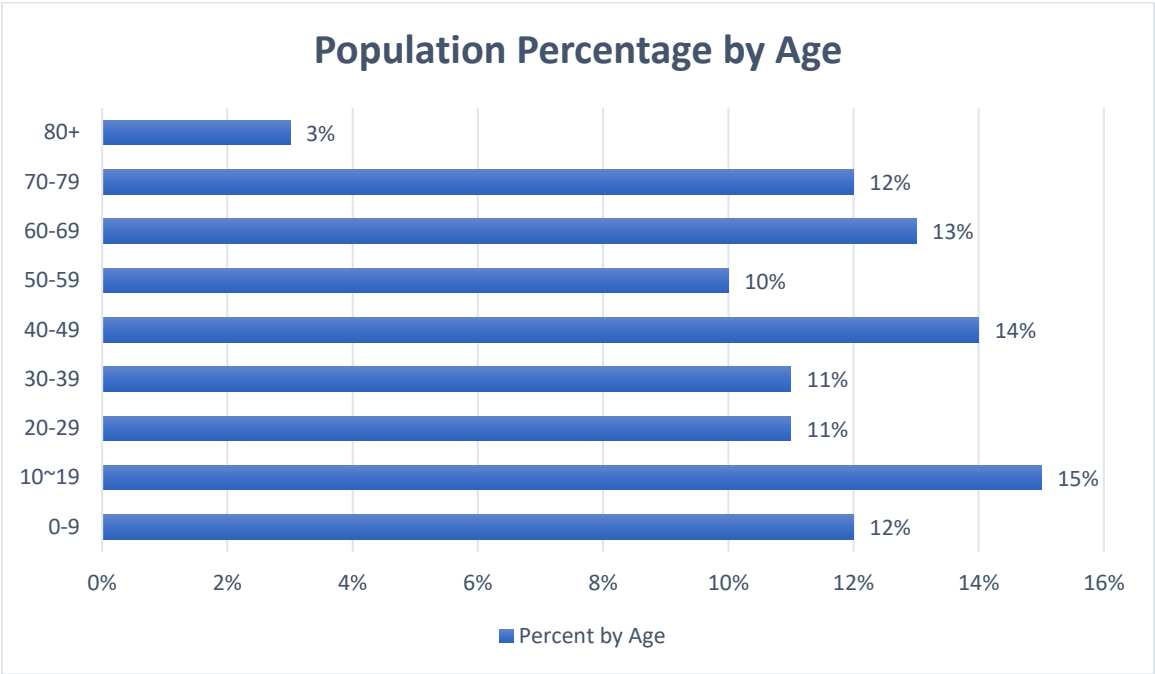
- Policy
- Board-Superintendent Relationship
- Advocacy

EXTANT DATA

The following data was collected from censusreporter.com and is based on the American Community Survey's 5-year estimates.

District Demographics

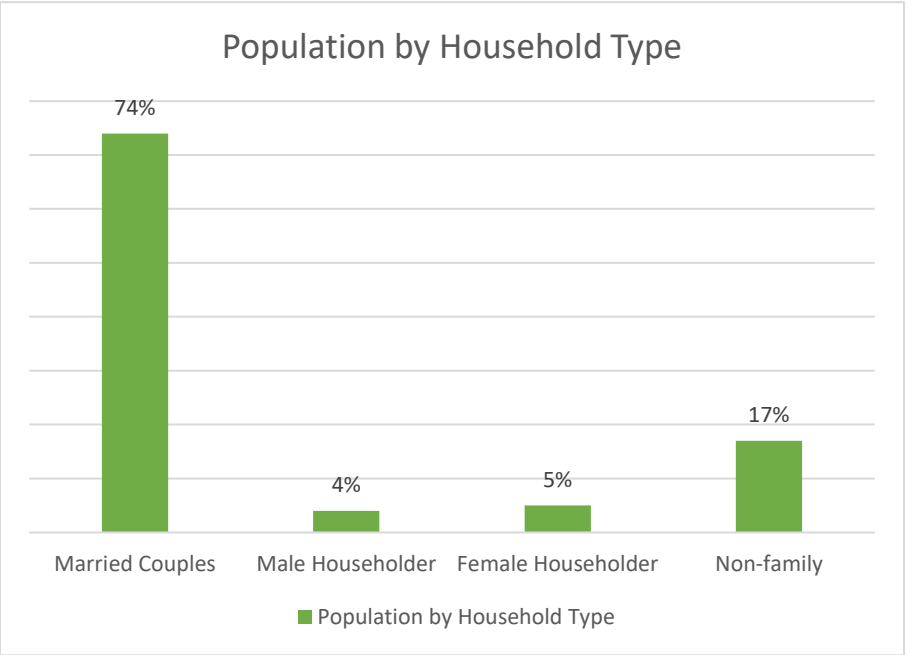
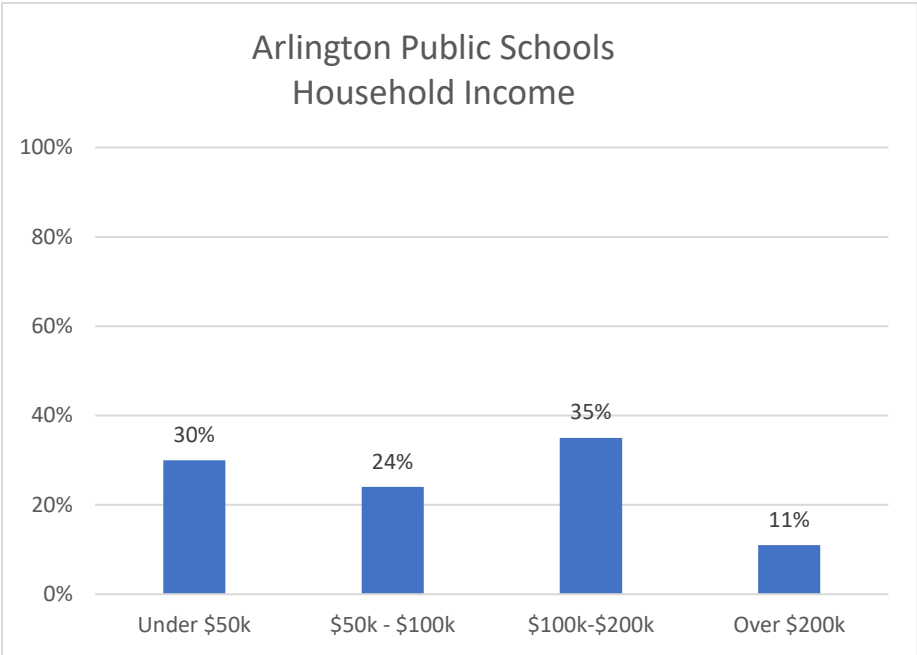
Arlington Public Schools is a Class III school west of Fremont. The population residing within the district is around 3,377 people and encompasses the communities of Arlington and Kennard.



The median age in the district is reported as 40.9 years. The largest category in the age breakdown is 10-19 years, comprising approximately 15% of the population. The 0-19 age demographic comprises 27% of the total district population. The large proportion of students is not uncommon for communities near larger cities and metropolitan areas. This bedroom community phenomenon can be a challenge for community growth, but make the community very attractive to prospective residents, or school staff members.

Community Economics

The median household income in the area of Arlington Public Schools is \$92,396. This is about 25% higher than the state average of \$74,985. The chart below provides details on the breakdown of household incomes across the community. 30% of households in the district have an income of \$50,000 or less, and 74% are married households. There are 1,429 housing units with a 5% vacancy rate. 37% of households moved into their current residence between 2010 and 2017, suggesting a large influx of families and students in the last 15 years.



Student and Staff Demographics

The following data was obtained from the Nebraska Department of Education for the 2023-2024 school year.

Student Demographics

The Arlington Public Schools student body totaled 709 students with 59 teachers. 14% of students were identified as gifted, and 14% received special education services. The college-going rate was 92%, which was higher than the state average of 72%. This rate suggests a clear focus on college readiness and a high-quality education but may set the stage for a need for trade/CTE opportunities for students.

Arlington Public Schools has a free/reduced lunch rate of 24%, which is much lower than the state average of 52%. To qualify for free lunch, a family of four must have an income of \$39,000 or less, and to qualify for a reduced lunch, the rate is \$55,500 for a family of four. The poverty rate of the Arlington district (all households) is 4.2%.



English Learners ⓘ

*

Peers ⓘ

5%

State ⓘ

9%

[View Data](#)



Free/Reduced Lunch ⓘ

24%

Peers ⓘ

33%

State ⓘ

52%

[View Data](#)



Gifted (High Ability Learner) ⓘ

14%

Peers ⓘ

10%

State ⓘ

13%

[View Data](#)



Students with Disabilities ⓘ

14%

Peers ⓘ

17%

State ⓘ

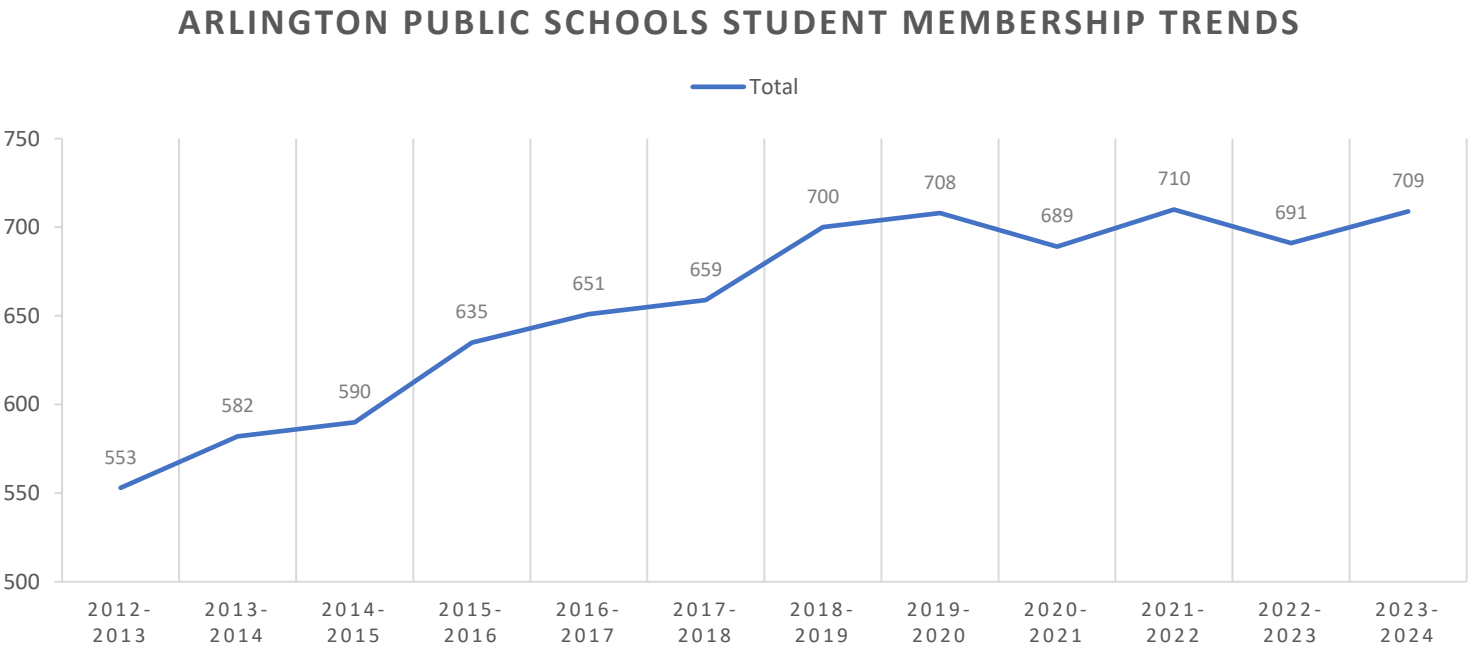
17%

[View Data](#)

The demographics of students illustrate an environment that is very conducive to providing high-quality education. The very small number of English Learners, and relatively small percentage of students qualifying for free and reduced lunch point to an external environment which has similar social conditions as many of the assumptions that operate in education. High numbers of English Learners and Free/Reduced Lunch can point to lifestyle differences between the education system and families that make education challenging or require additional resources in order to provide high-quality education for all students.

Staff Demographics

There are 59 teachers serving on staff at Arlington Public Schools; 42 teachers (70%) have a master’s degree, which is above the state average of 59%. Of the current teachers, the average years of teaching experience is 13 years, compared to the state average of 14 years. Arlington Public Schools may benefit from their location near Fremont and Omaha. Especially in Nebraska, being close to amenities without having to sacrifice rural or small-town feel is an excellent perk. The below illustrates the growth in enrollment occurring between 2012-2017, correlating with the percentage of families that moved into their homes around the same period as shown above. This growth has stagnated since 2019, bouncing between 690-710 students since that time. With current growth in and around Fremont and Omaha, preparation for future growth of enrollment will be important to keep in mind.



Academics and Metrics

Arlington Public Schools is rated Excellent by the Nebraska Department of Education's AQuESTT classification. Shown by the table on the right, Arlington does very well on state assessments including the NSCAS assessments for grades 3-8, and the ACT for high school juniors. While not perfectly correlated, the number of teachers with significant education and experience, homogenous and economically stable demographics, and location near major city centers creates many positive conditions for Arlington to create a very strong education system.

Assessment	APS	Peers	State
NSCAS ELA	72%	68%	59%
NSCAS Math	81%	70%	58%
NSCAS Science	86%	82%	74%
ACT 11 th Grade - ELA	67%	58%	45%
ACT 11 th Grade - Math	64%	55%	42%
ACT 11 th Grade - Science	62%	62%	49%

Other metrics used to assess education include attendance, graduation, and college going rates. Similar to its other metrics, Arlington is above the state average in all categories. Chronic absenteeism is also much lower than the state average at 8.32% compared to 21.19% respectively. High graduation and attendance rates show a clearly effective education system, and the college going rates point to excellent preparation for students seeking additional education. With the growing workforce challenges in the trades and other skilled labor positions, the college-going rate may be an area where a decline does not necessarily mean a negative outcome, but rather a better preparation for life after graduation that empowers students to determine a pathway that best suits their purpose and passions.



Attendance Rate ⓘ

96%

Peers ⓘ

94%



Graduation Rate ⓘ

97%

State Peers ⓘ

93% 96%



College-Going Rate ⓘ

92%

State Peers ⓘ

88% 76%

State

72%

Overall, Arlington's current system provides students with high-quality education. Sustaining this system and continuing to be responsive to community needs, workforce demands, and a changing political landscape will be a challenge of APS in the future. Vigilant attention and action from district leadership is the starting place to maintain and continue to build upon the already great things happening at Arlington Public Schools.

DATA COLLECTION AND ANALYSIS PROCESS

Online Engagement

The primary method of data collection performed was through online surveys administered through the online survey system Qualtrics XM®. These surveys were distributed via email to school district stakeholders with permission from the superintendent. The surveys completed provided data on the Guiding Principles of the NASB Strategic Planning process. Online survey engagement was completed in the spring of 2024 and totaled over 370 responses. A breakdown of survey completion rates is shown below:

Stakeholder Group	Target Response Rate	Actual Response Rate
Administrators:	100%	100%
Board Members:	100%	100%
Certified Staff (QR):	100%	81%
Classified Staff (QR):	75%	25%
Students (7-12):	80%	69%
Parents (QR):	-	81 Responses

In-Person Engagement

Community Engagement Meetings

The Strategic planning process included 3 focus group meetings. The first of these occurred in January 2024 and consisted of six groups totaling 44 participants. A community wide invite was extended and the majority of those who joined were community members, staff members, and parents. Participants were asked to join in group discussions surrounding four questions pertaining to the future of the school district. The questions used during the first engagement are listed below:

1. Identify the greatest accomplishments, achievements, and points of pride for the school district.
2. Identify the challenges facing the community and how this will affect the school district.
3. Identify what you believe are the top two most important areas the district might focus on to improve and expand learning facilities and grounds.
4. How can the board/district improve communication to inform patrons of the district’s needs and priorities?

Question one elicited many different responses surrounding the themes of opportunities for students, and high academic outcomes. Other items like small class sizes and excellent teaching staff emerged as strengths as well. When asked of the challenges facing the community in question two, the responses were highly characteristic of smaller communities near larger

population areas. These responses included trouble managing growth, lack of business development, and managing the exchange of people through retaining quality staff and option-in enrollment. Question three found a similar trend to question one with opportunities for students remaining a priority for the community. It also revealed a focus on space for the district to grow. The final question of the first engagement meeting showed a clear need for a broad mix of communication methods, centering around technology such as social media and apps, but also including more engagement meetings, and utilizing areas of the community as places for communication.

The additional focus group meetings were held on March 11th, 2025. One of these employed a similar process to the first in-person engagement, asking four questions of community members to discuss and provide feedback on. The four questions used during this second round of community focus group engagement included:

1. What do high expectations mean/look like to you?
2. What opportunities would you take advantage of to participate in your child's/children's education?
3. What information about the school district is most important for you to be informed about?
4. How can the school maintain and recruit high-quality staff?

The questions in the second community focus group meeting were more targeted, intentional questions than those of the first. Question one gathered a wide variety of answers ranging from high level ideas such as “accountability”, “role models”, and “not afraid of failure”, to more specific items such as “challenging curriculum at all levels”, “good listening skills”, and “expectations for employability”. Seen through these examples, the two central themes of responses to question one were around continuous improvement and skill development for academic achievement and career readiness. Question two was very targeted toward parent/community involvement, and elicited many great ideas to consider. The top responses centered around volunteers for activities, events, and job/career fairs. While question three asked specifically about content that was critically important for patrons, many responses also included methods or barriers to ensuring communication was provided well. Finally, question four asked about strategies to retain staff, which was overwhelmingly responded to with “positive culture/climate”, “competitive contract/good benefits”, and “updated/quality facilities”.

Mission and Vision Review

The second focus group was held with a representative group of stakeholders, invited by the board and administration to review the district mission and vision statements. After group discussion, the following recommendations are provided to the board for further consideration. These suggestions do not require revisions to the district mission statement but should be discussed and considered. The comments and ideas from the corresponding discussion of the district vision are summarized below.

Current Mission: *Empower all students to develop skills for life-long learning and responsible decision making in order to contribute to a global society.*

Proposed Statements:

1. “Educate all students to be lifelong learners make positive decisions and meaningfully contribute to society.”
2. “Educate the learning community to develop essential life skills to become life-long learners and responsible decision makers as they enter society.”

3. "To empower all students to develop the skills necessary for life-long learning, responsible decision-making, and adaptability, enabling them to make meaningful contributions to their communities."
4. "Engage all students in the development of critical thinking skills through diverse instructional opportunities in order to positively impact their communities."

Current Vision Statement: *For students to discover a Passion, feel a sense of Purpose, and find or create a Pathway.*

Following the discussion of potential revisions of the mission statement, all participants were asked to envision a future where the mission had been accomplished. In this imagined future, participants were asked to describe families, students, the school, and the district. In doing so, themes about the hopes of participants for the school district emerged. These reflect important values the district will wish to maintain as important considerations in their planning and decision making.

The first theme that emerged among the comments was centered around engagement and energy. Many comments included specifically the words "engaging" and "involved", pointing to a clear expectation around interconnectedness for the district. Many other comments, especially those about the vision for students, included words pointing to a theme of energy such as "energetic", "dynamic", or "active". Similarly, an underlying component of almost all comments pointed at the importance of community, in the context of the locale of Arlington, and the social community in which the district and its stakeholders exist. Mentioned frequently were items like "a sense of community", "connected", "togetherness", and "unity". These phrases and words point to how critical it is for the district to build a sense of belonging among all who encounter it. It also shows the commitment of the district to being a positive force in their local environment and to contribute meaningfully to building unity among its stakeholders. The second major theme that emerged was a sense of relentless striving towards the future. Many comments included a hopeful, growth-oriented tone. Comments and words such as "resilient", "grow/develop skills", "confident attitudes", "leaders in the area of their passion", show that the hope for APS is to prepare students and community to boldly address the challenges that will come and to persevere in the pursuit of success. Finally, the largest and most common theme that emerged in the comments was support and kindness for all. This theme emerged across all four areas and in nearly all comments, and included words like "serve", "caring for each other", "one-team mentality", and "understanding". These comments point out the biggest priority of the district being a place where all are welcome and are invested in by others to help them maximize their potential.

The themes identified in the data blend into a cohesive picture of the value system that the future vision of APS should embody. The theme of support creates the necessary environment where all feel welcome to learn, take risks, and explore. The tone of hope and theme of striving toward the future places the growth of individuals and creating strong, resilient citizens as the primary objective of the district. Not only does this pertain to students, but to the staff members, parents, and community in the district. Integrating the importance of community further, we see the supportive and growth-minded culture serve as a positive force for building resilience in the Arlington community and the communities of APS graduates. Finally, the energy and activity that was mentioned describes the proactivity that APS hopes to have. In preparing for the future, these themes show that APS does not just wish to meet the future as it comes, but to grow and support all in the district to proactively embrace the challenges it brings and lead boldly to create an interconnected and resilient Arlington community. The embodiment of these ideals by the board and administration will shape the actions and priorities set out for the district and can be the driving cultural force that brings the vision thematically outlined here into reality.

SUMMARY OF NEEDS

The following chart outlines the identified needs from each of the ten guiding principles used to analyze the data collected. Further discussion and supporting evidence for the identified needs are available in the sections to follow. A complete look at all data collected is available in the Arlington Public Schools Data Addendum.

Guiding Principle	Identified Needs
Academic Learning and Success	Learning Interventions – MTSS A
Student Centered Learning	- Bullying - Behavior Expectations – MTSS B
Cultural Inclusion and Engagement	None
District/Building Climate and Culture	- Internal Communication and Recognition - District Wide Expectations
Personnel Effectiveness	- District Onboarding Process - Effective, Timely Communication
Social-Emotional and Mental Health Well-Being	Support Staffing
Access to Educational Opportunities	- CTE/Trade Opportunities - Defining Life Skills
Family and Community Partnerships	- Continuous Engagement to Guide Growth and Change - Parent Engagement
District Resources	- Staffing (Paraprofessionals, Custodians, Teachers) - District Facilities (Room for Expansion, Expanded Learning Opportunities)
Board Governance	- Standard III: Community and Stakeholder Engagement - Standard IV: Accountability and Student Achievement - Standard V: Advocacy

GUIDING PRINCIPLE I: ACADEMIC LEARNING & SUCCESS

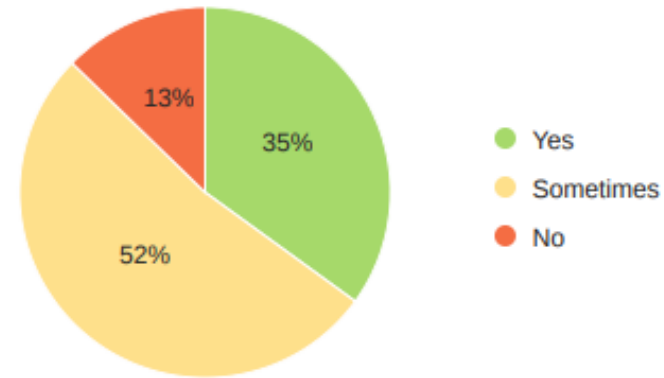
A balanced learning process that includes instructional methods to improve learning and growth for each student.

Arlington Public Schools, as seen in the academic metrics mentioned previously, ensures that children are well prepared for state assessments. Student responses, as seen in the two pie charts on the right, show that coursework could be more challenging for a large portion of students, only 35% responding affirmatively. Another area that may need attention is the number of students responding that they do not or only sometimes receive the help they need for their coursework. This was echoed by certified staff members. When asked “how can/should the district improve curriculum, instruction, and learning”, the top response identified by certified staff members was learning interventions. While test scores are well above average, it is imperative to continue to find ways to help all students receive the level of support they need to be successful academically.

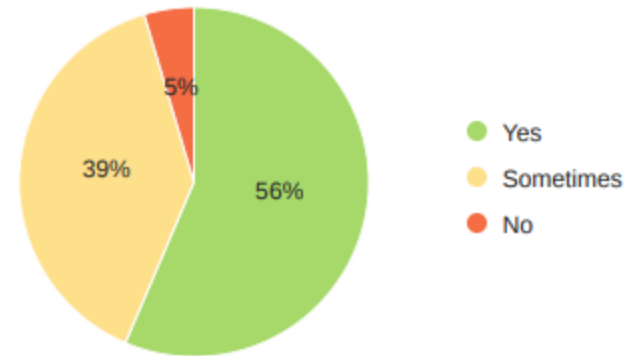
Another area of interest for any school district is the presence of high-quality curriculum and an instructional framework to provide guidance for teachers. These essential components help a district ensure that instruction and learning is happening in a way that aligns to state standards, community expectations, and helps each students reach the identified learning objectives. Administrators and certified staff members were both asked a series of questions pertaining to the presence of an instructional framework and about the level of detail to which the curriculum has been provided. From the

chart on the next page, we see that according to administrators, an instructional framework and curriculum is firmly in place other than providing scope and sequence. Certified staff show a very different story. From the survey, we see that certified staff felt most confident that the curriculum was aligned to state standards (82%). They were least confident that the district had an adopted instructional framework, only 56% responding affirmatively. Vertical and horizontal alignment were identified by 63% and 60% respectively, and scope and sequence were identified by just 47% of staff members. Clarification of these elements and professional development for staff surrounding curriculum and instruction may help to provide clearer guidance for staff members as they learn more about how their role fits into the larger instructional program provided by Arlington Public Schools. While there are opportunities for growth in this area, the success realized by APS shows that there is not a clear and immediate need to address these areas.

Do you feel your classwork / homework challenges you?



Do you receive the help you need for classwork / homework?



Curriculum, Instruction, and Assessment Statements	% of Admin "Yes"	% of Admin "No"	% of Admin "Unsure"	% of Certified Staff "Yes"	% of Certified Staff "No"	% of Certified Staff "Unsure"
Does the district utilize an adopted instructional framework/model?	100%	-	-	56%	5%	39%
Has the district adopted curriculum in all subject areas?	100%	-	-	72%	3%	25%
Is the curriculum aligned horizontally?	100%	-	-	63%	9%	28%
Is the curriculum aligned vertically?	100%	-	-	60%	12%	28%
Is the curriculum aligned to state standards?	100%	-	-	82%	2%	16%
Does the district provide a scope and sequence?	60%	40%	-	47%	23%	30%

Please see [Guiding Principle I: Academic Learning and Success](#) in the Data Addendum for full data reports on this Guiding Principle.

GUIDING PRINCIPLE II: STUDENT-CENTERED LEARNING

A learning environment centered on the health and safety of the staff and students is vital to the student's physical, mental, and emotional wellness.

The environment of a school district has a tremendous impact on students and staff as they participate in education. Providing a space that is safe, welcoming, and conducive to learning not only allows students to fully engage in their education, but helps staff clearly identify needed interventions for students. Administrators, certified and classified staff, and students were all asked via survey about the safety of their environment. Only 10% of classified staff, and 7% of students responded that they rarely or never feel safe at school. All other respondents gave positive responses. Safety is an essential first component to any school environment and this sets Arlington up well to create engaging interactions for the benefit of student learning.

Question	Administrators Agree/Strongly Agree	Elementary Certified Staff Agree/Strongly Agree	Secondary Certified Staff Agree/Strongly Agree	Classified Staff Agree/Strongly Agree
Students' basic needs are met.	100%	97%	96%	90%
Students feel safe/secure at home.	100%	80%	75%	70%
Students feel safe/secure at school.	100%	100%	96%	100%
Students are generally happy.	100%	100%	89%	90%
Students are not affected by bullying.	60%	27%	43%	30%
Students rely on the district for stability.	100%	86%	78%	70%
Students rely on staff for social-emotional support.	100%	100%	96%	100%

Looking closer at the conditions for positive interactions that exist within the district, many of the community characteristics that make Arlington a desirable place to live impact the school district positively. Primarily family homes, median incomes higher than state averages, and large portions of youth populations indicate stable home environments that can prepare children well for school. The one area identified by all groups as a potential concern is bullying. The majority of staff members indicated they believed students were affected by bullying. Students echoed this, though not to the same degree as staff perceptions. Approximately 30% of students said they experienced bullying to some degree, with rumors, gossip, online comments, and body shaming as the primary methods. Given social media's prevalence, rooting out bullying is a much more difficult challenge now than in the past.

A major component of creating a positive environment is the district Multi-Tiered Systems of Support process. Interestingly, 100% of Administrators, and 72% of staff members acknowledge the presence of an MTSS process, but when asked about needs for professional development, MTSS implementation emerged as one of the highest needs among certified staff members. This may point to the level of development of the MTSS System. Some staff members indicated the implementation of MTSS was in the beginning stages or was not fully complete. This would correlate with the continued need to train staff on MTSS implementation.

Please see Guiding Principle II: Student-Centered Learning in the Data Addendum for full data reports on this Guiding Principle.

GUIDING PRINCIPLE III: CULTURAL INCLUSION AND ENGAGEMENT

The school district fosters a positive and engaging climate for staff and students designed to meet the unique needs of under-represented groups.

As seen in the extant data, Arlington Public Schools does not have high levels of measurable diversity such as Free/Reduced Lunch or ELL populations. The lack of these external factors is a financial benefit as minimal resources must be allocated to provide higher level services, but the homogeneity of the district makes any noticeable differences among students and families more pronounced. This accentuation could contribute to an increase in negative attention or bullying towards students who belong to under-represented groups. Ensuring that all students feel welcomed and connected to the school community may lend itself more to the culture of the district rather than specific initiatives supporting cultural inclusion and engagement.

Please see Guiding Principle III: Cultural Inclusion and Engagement in the Data Addendum for full data reports on this Guiding Principle.

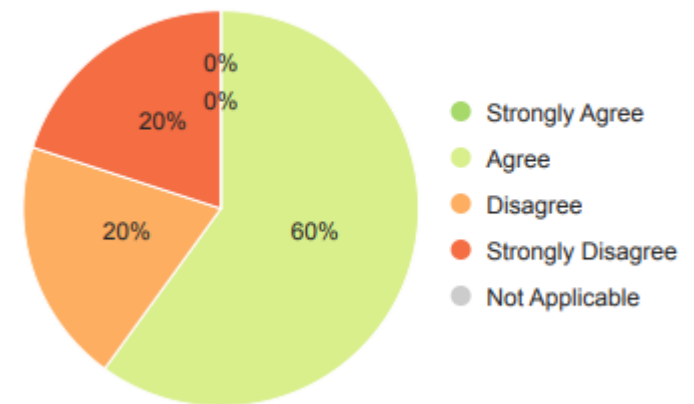
GUIDING PRINCIPLE IV: DISTRICT/BUILDING CULTURE AND CLIMATE

Positive and stable relationships among staff, students, and families are the foundation of a school's culture and climate.

Communication

Culture and climate are seen across school districts in the quality of relationships in the district, meaningful connection to work of education, and in the beliefs that underly the actions taken at all levels of the organization, from board to administration, to certified and classified staff. Much of both climate and culture rest in the communication that occurs within the district. While not a major discrepancy, there were differences in whether staff felt well informed, heard, and that their opinions were valued when working with other staff and administration. When asked about their dynamics with administration, staff indicated more negative responses than when asked about their dynamics with other staff. This corresponds with perceptions of communication between staff and other stakeholder groups. When asked directly about whether communication with administration in their building and the district as a whole was effective, staff members responded with higher rates of disagreement than administration, with slightly higher concentrations of PK-Elementary certified staff members indicating negative responses than Secondary certified staff members. Classified staff members had the highest rates of negative responses but a very small sample size, making decisive claims of poor communication difficult. Classified staff members, however, also indicated lacking recognition at work with some intensity as shown in the pie chart to the right. The small number of survey respondents may be another indication of the perceived relationship between classified staff members and other stakeholders. For full charts of communication metrics from the surveys, please see pages 27-31 in the Arlington Data Addendum. Communication can never be perfect in a district, but it is the vehicle through which culture is transmitted and how work is acknowledged and completed. Improving communication district-wide with an emphasis on recognizing and building a supportive environment for all staff members should be a focus for the district. Communication patterns take time to change, but purposeful communication plans and intentional focus on creating positive connections between all levels of staff can have major impacts on district culture and climate when maintained.

My work is recognized in the school/district.



Culture and Expectations

There are many positive areas of Arlington's district culture. One top element identified by administration and certified staff members was a learning centered environment. Survey questions probing into how administration and staff members feel at work yielded very positive responses, all staff members showing a majority indicating positive answers to all items posed. The largest difference in responses occurred when asking administration and certified staff about specific elements of culture for students, staff, and the district. Both groups were asked about the presence of 28 cultural items, eight pertaining to students, six to staff members, and 14 for the district. The next two pages provide an overview of the difference in the responses between administration and certified staff.

Administrators

Does the culture in the district promote these items for students:

Field	Mean	
Academics over Extracurriculars	4.80	4 1
Accountability and Structure for Students	4.60	3 2
Consistent Expectations for Students	4.40	2 3
High Expectations for Students	4.60	3 2
Positive Relationships with Students	4.80	4 1
Respect for Students	4.80	4 1
Value All Students Equally	4.60	3 2
Parent / Guardian Involvement	4.20	1 4

Does the culture in the district promote these items for staff:

For Staff	Mean	
Consistent Expectations for Staff	4.40	2 3
High Expectations for Staff	4.60	3 2
Professionalism in the Workplace	4.40	2 3
Respect for Staff	4.00	2 2 1
Teacher Collaboration	4.60	3 2
Value Teacher/Staff Opinions and Ideas	4.40	2 3

Does the culture in the district promote these items district-wide:

District	Mean	
Cohesion Across Buildings/Levels	3.80	1 3 1
Consistent Policy Enforcement	4.40	2 3
Learning Centered Environment	4.40	2 3
Effectively Address Behavior	3.80	1 3 1
Feedback and Communication	4.20	1 4
Inclusive Decision Making	4.00	5
Positive School Morale	3.60	4 1
Data-Driven Decision Making	4.20	1 4
Transparency on Challenges/Needs	4.00	2 2 1
Trust and Collaboration	4.00	5
Positivity	3.60	4 1
Sense of Belonging	4.40	2 3
Teamwork	4.40	2 3
Unified Vision	3.60	4 1

Certified Staff Members:

Does the culture in the district promote the following for students:

Field	Mean	
Positive Relationships with Students	4.49	28 29
Respect for Students	4.39	24 32 1
High Expectations for Students	4.16	15 39 3
Parent / Guardian Involvement	4.14	12 43 2
Value All Students Equally	3.96	23 22 11 1
Accountability and Structure for Students	3.91	9 41 7
Academics over Extra Curriculars	3.75	10 35 12
Consistent Expectations for Students	3.33	7 29 18 3

Does the culture of the district promote the following for staff:

Field	Mean	
High Expectations for Staff	4.02	15 35 7
Respect for Staff	3.98	13 37 7
Teacher Collaboration	3.93	11 39 6 1
Professionalism in the Workplace	3.88	11 37 9
Value Teacher / Staff Opinions and Ideas	3.70	11 33 11 2
Consistent Expectations for Staff	3.25	4 31 19 3

Does the culture of the district promote the following district-wide:

Field	Mean	
Learning-Centered Environment	4.05	11 42 4
Data-Driven Decision-Making	3.95	13 36 8
Sense of Belonging	3.84	9 39 9
Teamwork	3.79	9 38 9 1
Positivity	3.79	7 41 8 1
Effectively Address Behavior	3.56	7 35 13 2
Positive School Morale	3.53	8 32 16 1
Inclusive Decision-Making	3.51	5 36 15 1
Unified Vision	3.47	7 33 14 3
Trust and Collaboration	3.46	4 37 13 3
Transparency on Challenges / Needs	3.28	6 28 22 1
Feedback & Communication	3.25	3 33 17 4
Consistent Policy Enforcement	3.25	4 31 19 3
Cohesion Across Buildings / Levels	3.00	3 26 24 4

The charts on the previous pages illustrate a clear difference in perception of culture between administration and certified staff members. Thematically, we see communication items like Value Teacher/Staff Opinions and Ideas, Transparency on Challenges/Needs, and Feedback and Communication as needs for staff and district culture. This echoes the need for improved communication district-wide as mentioned previously. Across all three areas, consistent expectations emerged as one of the top responses for certified staff. Interestingly, high expectations, which are tied closely to consistent expectations, emerged as a strength across all three areas of culture in certified staff responses. Connected to this point, student responses to how challenging coursework is (just 35% of students indicated being challenged by coursework) show that academic rigor could increase to continue to challenge students. Furthermore, parents/guardians were asked what skills, abilities, and knowledge students should possess as graduates of Arlington Public Schools. The top response was “State Educational Requirements”. While these requirements serve as a guideline, the standards provided by the Nebraska Department of Education are the minimum requirements a school district must adopt. School districts have the ability to teach beyond the state standards to provide a higher-quality education than is minimally required by the state.

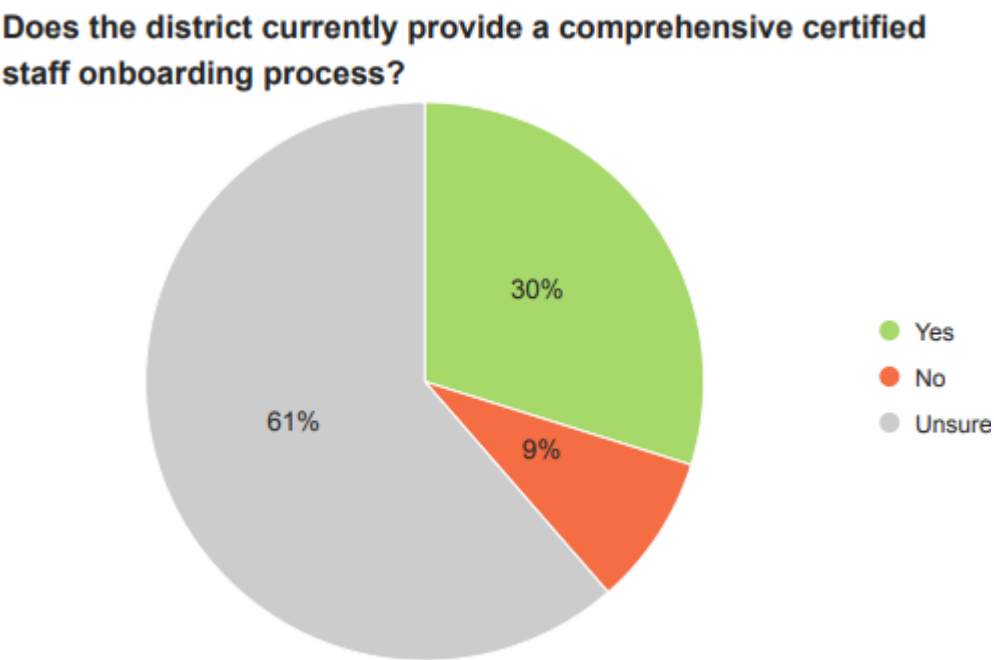
These three pieces of data point to a potential need to not only push for more consistency in expectations, but to redefine high expectations as a district so that all members of the district, from board members to students, are challenged to continuously perform at higher levels. Raising expectations can be a cultural challenge, requiring strong, unified leadership that not just models, but embodies this rise in expectations more than anyone. The levels of support provided to staff to allow them to be successful during this change must increase in correlation with the increase in expectations. Given Arlington’s academic success and proactive planning as a board and administration, the district has the opportunity to set a specific focus on raising the bar culturally, academically, and systemically to ensure long-term district success.

Please see [Guiding Principle IV: District/Building Culture and Climate](#) in the Data Addendum for full data reports on this Guiding Principle.

GUIDING PRINCIPLE V: PERSONNEL EFFECTIVENESS

Each student is engaged by effective educators throughout their learning experiences, such that schools and districts develop effective teachers and school leaders who establish a culture of success

The effectiveness of any education system rests heavily on the quality of its educators. The support provided to these educators through professional development helps to create a unified education system by creating shared institutional knowledge about instructional frameworks, MTSS, curriculum, and district culture. One of the first areas of identified need in this guiding principle was an improved onboarding process for certified staff. According to the pie chart on the right, only 30% of staff responded that the district provided a comprehensive onboarding process while 70% said “unsure” or “no”. While the district may have a formal process, clarifying and better utilizing it will help to set new staff up for success, and provide space to instill district culture and values early on. Given the tremendous staffing challenges across the country, providing high levels of continuous support to educators to ensure retention and recruitment of staff has been given utmost importance. Staffing is also a challenge at Arlington, specifically for teachers and paraprofessionals. While this challenge affects the effectiveness of personnel, this will be discussed further in Guiding Principle IX: District Resources.



Other Reasons Communication is not Effective:

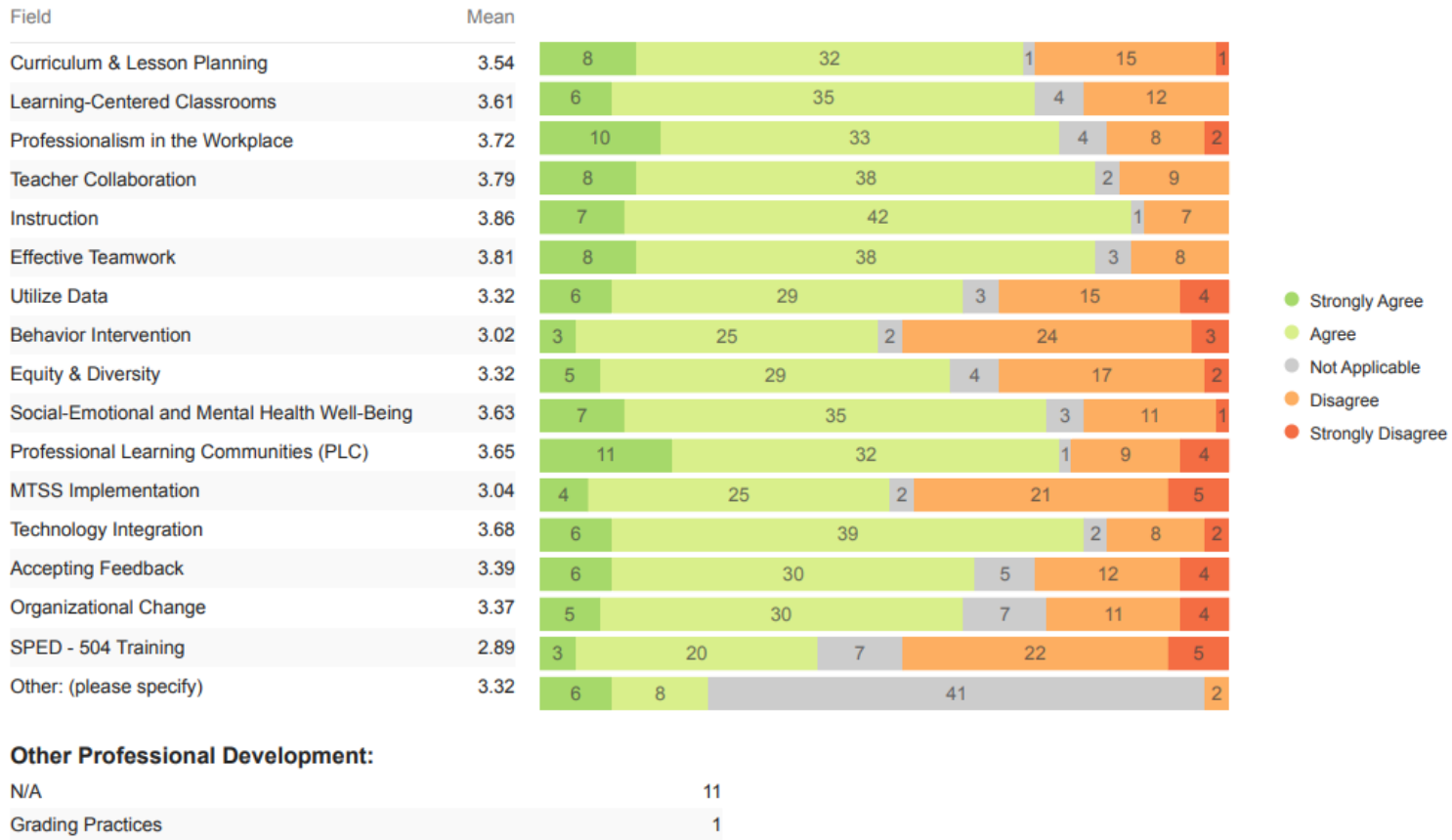
Usually Too Late/Last Minute	6
Missing Information	5
Negative Tone/Demeaning Emails	3
N/A	2
Changing Expectations	1
No Action Taken With Communication to Admin	1
No Follow Through on Special Events	1
No Master Schedule for Academic Events	1
Only Some Admin Communicate Effectively	1

Additionally, high-functioning personnel need excellent communication to continuously align their work with the desired outcomes of the local education system. Feedback is essential for any professional to improve their practice. As discussed in Guiding Principle IV, communication among staff in Arlington could improve. Patterns of effective communication help to transmit culture of course, but also necessary information for effective professional practice. Clear, concise, and consistent communication with all staff members ensures that the educators and staff members of the district have all the necessary information to perform at their highest level. Communication protocols should be crafted by the district administration and staff members to ensure that all players understand communication expectations and can commit to improving existing patterns. A list of reasons why

communication may not be as effective as possible given by certified staff is provided in the chart on the left.

Finally, the continuous training of staff must occur for educators to remain effective. The chart below shows the areas that certified staff felt they needed received or still needed additional professional development in. The three top needs, SPED/504 Training, Behavior Intervention, and MTSS Implementation all point to a need for education on how to meet the higher levels of student needs that arise. The ability to provide effective interventions impacts the student’s educational experience as well as the staff member’s well-being and effectiveness. Other areas, though less likely to be identified as needed more professional development, include Utilizing Data, and Curriculum and Lesson Planning. The information provided in the chart can help to guide decision about for future professional development.

I receive the professional development I need related to:



Please see [Guiding Principle V: Personnel Effectiveness](#) in the Data Addendum for full data reports on this Guiding Principle.

GUIDING PRINCIPLE VI: SOCIAL-EMOTIONAL AND MENTAL HEALTH WELL-BEING

The social-emotional mental health well-being of students and staff is a critical component of a high functioning school district.

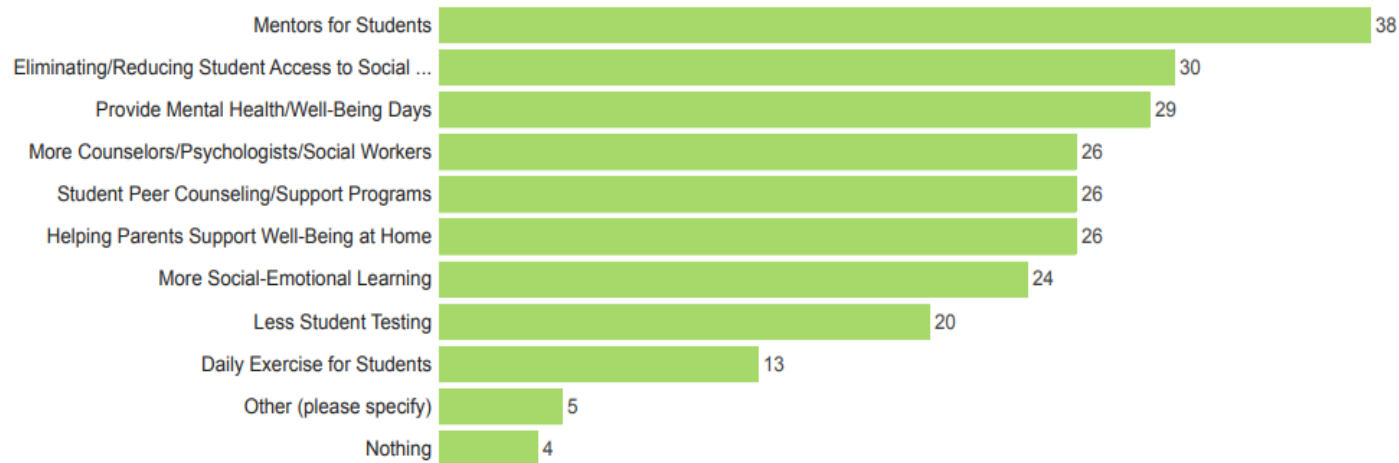
Ensuring that students and staff are able to address their social-emotional and mental health well-being helps students to be more engaged and helps staff to be able to effectively manage the work of education. Supporting both of these groups is a unique challenge of public school districts. The chart below illustrates how administrators and certified staff members felt about the district’s ability to provide the tools, resources, and other adequate support for social-emotional mental health

Question	Administrators Agree/Strongly Agree	Certified Staff Agree/Strongly Agree
The district effectively equips all staff to address their social-emotional and mental health well-being.	40%	56%
The district has the appropriate staff to address the social-emotional and mental health well-being of students.	80%	64%
The district equips students to cope with their social-emotional and mental health well-being.	40%	74%
The district administration effectively addresses social-emotional and mental health well-being needs.	60%	64%

well-being. Specifically for students, administrators felt more strongly that appropriate staff were present in the district, while certified staff felt more strongly that the district was equipping students well to manage their own well-being. This could reflect their role within the district as administrators have more hands-on responsibility to the allocation of resources and certified staff members interact more directly with students. Parents felt very strongly that the district provided adequate supports for students with 88% of survey respondents agreeing or strongly agreeing that

adequate resources were provided. Drawing from the previous chart on areas for needed professional development in Guiding Principle V: Personnel Effectiveness, the major theme of meeting higher levels of student needs may point to the need devote specific organizational resources toward supporting the social-emotional and mental health needs of students. With these supports provided, it should follow that staff well-being may also increase as the stressors due to continued negative student behaviors are reduced, creating a more positive work environment for staff. A list of possible avenues to supporting student well-being from the certified staff’s perspective is provided in the chart on the top of the next page. Mentoring and Limiting Social Media emerge as the top two items from the list.

What can the district do to better support student mental health/well-being? (select all that apply)



Staff social-emotional and mental health well-being in Arlington, when asked directly, was very good. Among administrators, certified staff, and classified staff, only two respondents rated their overall well-being as less than three on a scale of one to five. While job satisfaction was rated slightly lower, when asked “How effective do you feel at your job right now?” and “How meaningful for you is the work that you do?”, similarly high

ratings were given by all three groups. The strong connection to their work can help staff alleviate the perceived stress of the work environment.

Despite the high overall ratings for well-being, over half of administrators and certified staff reported working 10+ hours on school-related activities outside of school hours. A high workload can be a major contributor to decline in well-being. The ability to address a high workload for staff however rests on the ability to recruit and retain high-quality educators and staff members, often times a challenge of resources. The challenge of staffing is discussed further in Guiding Principle IX: District Resources. Overall, Arlington Public Schools should consider providing additional resources or amplifying support for student mental health and well-being either through additional staff or training current staff to be better equipped.

Please see [Guiding Principle VI: Social-Emotional and Mental Health Well-Being](#) in the Data Addendum for full data reports on this Guiding Principle.

GUIDING PRINCIPLE VII: ACCESS TO EDUCATIONAL OPPORTUNITIES

Providing all students with the opportunities to achieve their personal best after graduation is a cornerstone of a high-achieving school district.

Identify the knowledge and skills a student should possess as a graduate of this school district.

State Educational Requirements	30
Financial Literacy	19
Life Skills	18
Courses Based on Intended Career	8
Collaboration/Teamwork	7
Critical Thinking/Problem Solving	7
Plan for After High School	7
Adaptability/Responsibility	6
Communication Skills	6
NA	6
Social/Emotional Skills	6
Technology Literacy	6
Foster a Love of Learning	5
Initiative/Accountability	4
Productive Citizens	4
Exposer to Fine Arts	3
Literacy Skills	3
Respectful/Kind	3
Time Management	3
Dual Credit Courses	2
Handwriting	2
Leadership Skills	2
Basic Spelling	1
Electives	1
Exposer to Multicultural/Diversity	1
More	1
Offer Early Graduation	1

Arlington Public Schools had a college-going rate of 92% according to the Nebraska Education Profile from 2023-2024. While this points toward a very well executed preparation of students for post-secondary education, it draws attention to the district’s ability to prepare their students to explore alternative post-secondary opportunities like direct entrance into the workforce or apprenticeships in skilled labor roles. This point of interest is clarified further given Arlington’s location close to major city centers, but still maintaining a small, rural feel. As a part of the first community meeting, community members were asked about priority facility needs. The top response was CTE and Trades education facilities, reflecting skills more often attributed to rural life. During the engagement process, several stakeholder groups were asked about the desired outcomes for education. First, parents/guardians were asked about the skills, knowledge and abilities students should have upon graduation. The list of responses is shown in the chart on the left. Common among schools across the state, financial literacy and life skills rise to the top. Students, as mentioned in Guiding Principle I: Academic Learning and Success, were asked if school was preparing them well for their future goals. While a few students mentioned not having specific goals, life skills were an area that was highlighted by students as well. As many young people do not have a firmly defined outcome for their future, providing the necessary skillset and development of personal characteristics that will set students up for success becomes ever more important. Engaging in discussions that include students, parents, and

community members about what “life skills” means for Arlington Public Schools is a great topic for collaboration among those different groups. It also helps build trust among community members when their input is reflected into district initiatives and offerings.

One manner a district might address students’ goals for after graduation is by providing elective courses. Only 14% of students responded they did not have enough access to coursework outside of core academic areas. Of those respondents, the areas in the chart on the right were provided as options for courses that would be of interest to students.

What type of elective classes would you like to take?

Medically Focused	4
Not Sure	4
Industrial Tech	3
Apply To Different Jobs	2
Mechanics	2
None	2
Agriculture	1
Art	1
Business	1
NA	1
Technology	1

Another opportunity for students to gain access to additional learning opportunities is through extracurricular activities. A very visible piece of every school district, community members during the first focus group meeting identified the variety and success of extracurricular activities as unique strengths of Arlington Public Schools. Alternatively, 21% of parent/guardian responses indicated disagreement or strong disagreement that the district was meeting their extracurricular expectations. 21% of students also responded that extracurricular activities do not make school better. While not hugely significant percentages, ensuring students are being provided the opportunity to participate in extracurriculars that align with their interests can greatly benefit their performance in the classroom and serve as an additional space to help build the personal skills needed for post-graduation success.

Please see Guiding Principle VII: Access to Educational Opportunities in the Data Addendum for full data reports on this Guiding Principle.

GUIDING PRINCIPLE VIII: FAMILY AND COMMUNITY PARTNERSHIPS

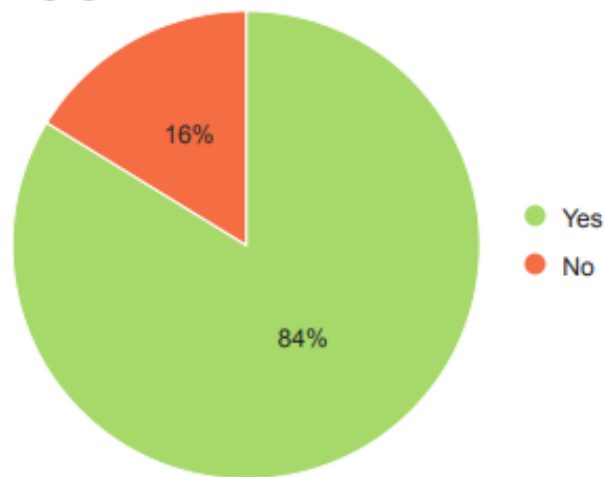
Student success and engagement relies on positive partnerships and relationships to fundamentally improve the outcomes for each student, school, district, and community.

Positive working relationships between the school districts and its local and state partners is essential to providing high-quality education that reflects the values and beliefs of the local community. As community leaders, part of a school board member’s role is to gather input on the long-term goals and direction of the district. The focus groups conducted as a part of the engagement process gave this opportunity to Arlington Public Schools. When asked about the challenges facing the community that may affect the school district, the top responses from focus groups were centered around managing growth in the community. The growth of the larger community is included in these responses along with Managing Opt-In, Maintaining/Recruiting Educators/Staff, and Lack of In-Town Businesses.

An especially important part of every school community is the parents and guardians of students. Providing opportunities for parents to be engaged in their child’s education builds trust between district and families and can help garner support for district initiatives as parents come to understand more about the opportunities the district provides.

The chart to the left shows responses from parents about participating in their child’s education. A small number of parents did not feel they were provided opportunities to participate in their child’s education. Of those responding in the negative, the top opportunity that parents said they would participate in was parent involvement in course selection. Other responses were near to this response surrounding the theme of understanding curriculum and instruction. When done appropriately, informing parents of curriculum and instruction can be very helpful and build a cohesive team around the student. This should be done with extreme caution however as many recent political dialogues have approached parent involvement in schools without the appropriate consideration for the evidence-based instructional practice that educators provide.

Does the district provide opportunities for parents/guardians to engage in their child's education?



What opportunities would you participate in to engage in your child's education?

Course Selection	3
I Don't Know	3
Encourage College Courses	2
Anything	1
Course Instruction Overview	1
Curricular Nights	1
Monitoring Graduation Requirements	1
Parent Voice in Standards/Curriculum	1
Present In Classroom	1

The community identified in their discussions many of the same priorities as other stakeholders. The school-community connection, especially in smaller, rural communities, is so very tightly woven that the issues affecting the school district from the external environment are often times the same ones affecting the major employers, community leadership, and others. This sets the state for school board members to serve as community leaders, as they can model the mindsets, behaviors, and responsibilities for other in their community to adequately address community wide challenges.

Board members during the board self-assessment also identified Standard III: Community and Stakeholder Engagement as one of the greatest areas of growth for the board. This will be further addressed in Guiding Principle X: Board Governance, but the relevance here must be mentioned. The Arlington Board of Education has done well to proactively plan, and continued conversation with the community will deepen the transparency between school and community and help to guide the district forward with respect to its environment.

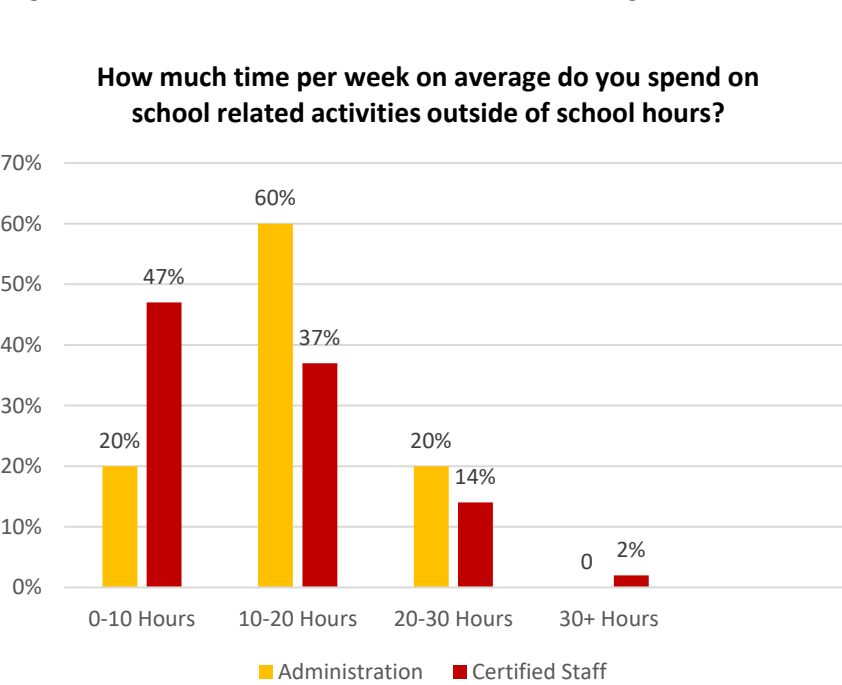
Please see Guiding Principle VIII: Family and Community Partnerships in the Data Addendum for full data reports on this Guiding Principle.

GUIDING PRINCIPLE IX: DISTRICT RESOURCES

District leadership, in collaboration with building administration, aligns and manages district resources in a responsible manner to meet goals and promote growth of instruction and student learning.

Staffing

Guiding Principle IX: District Resources contains much of the visible and high focus areas of the district; the facilities and spaces for education and extracurriculars, the ability to provide sufficient staff, and the responsible use of taxpayer resources to support public education. In the case of Arlington Public Schools, the first identified need from the engagement process was staffing. Administration and Staff all indicated positive responses about their feelings at work, but many also indicated feeling negative emotions like overwhelm, frustration, and exhaustion. Over half of certified and classified staff indicated feeling all of these negative feelings sometimes, frequently, or always. (This data can be found in the Guiding Principle IV: District/Building Climate and Culture section of the Arlington Data Addendum.) Certified and Administration also showed a significant number of individuals working 10+ hours outside of school hours. This chart is shown below.



When asked about the highest staffing need in the district, both administration and certified staff identified paraprofessionals, custodians, and teachers as the top three responses. When asked during the community meeting about the challenges facing the district, one of the top responses from all groups was to maintain and recruit good educators and staff. Heavy workloads, while common in education, certainly have an impact on not only staff effectiveness, but longevity and well-being.

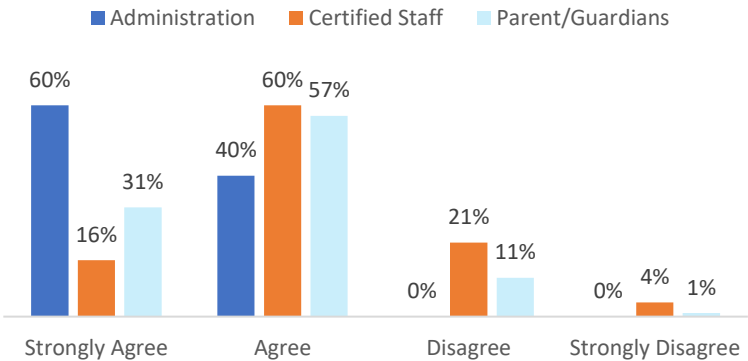
Staff also indicated not receiving adequate professional development on behavior intervention, MTSS implementation, and SPED/504 Training. The prevalence of behavior challenges has increased significantly in recent years, putting a heavy burden on high-contact staff like teachers and paraprofessionals to manage this increase in intensity. When asked more specifically about teacher and paraprofessional needs, the majority of respondents indicated SPED, classroom support, and high need areas as the most relevant places these needs surfaced. Staffing can be a high-cost challenge, but Arlington has many positive external factors that impact its ability to hire and retain staff.

Facilities

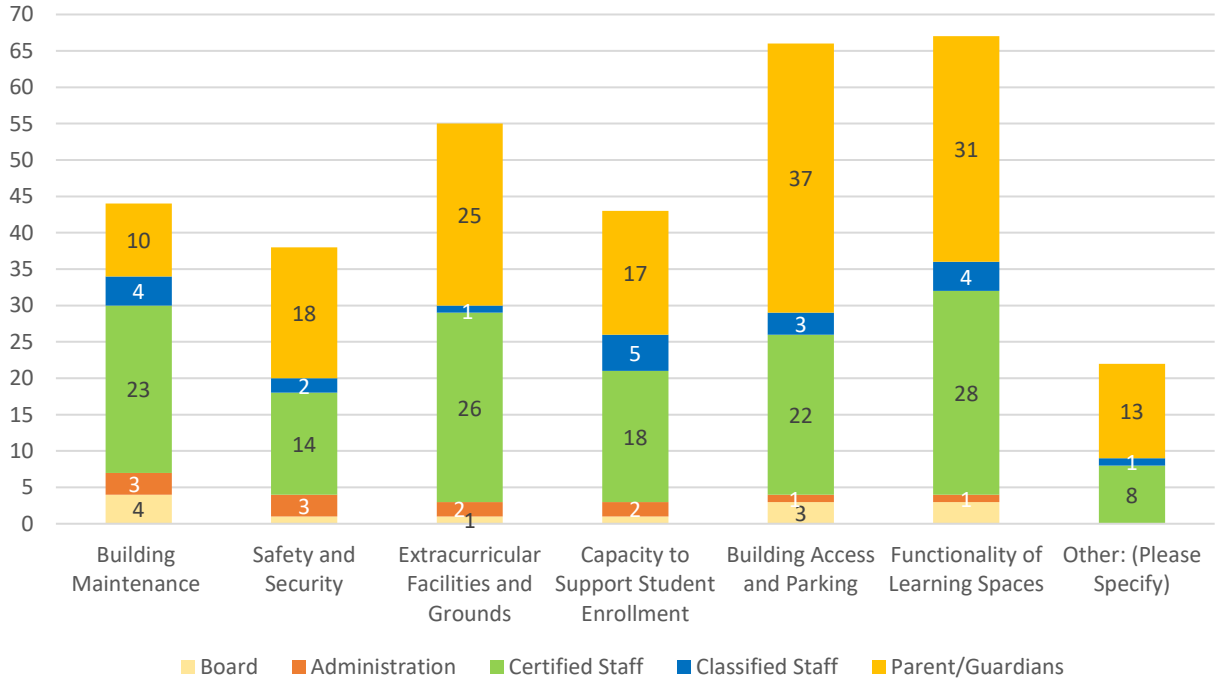
Another challenge identified in the data was the district facilities. Arlington currently has one campus for all students. While maintaining one campus has its benefits, the limited amount of space for growth, extracurriculars, and expanded learning opportunities is a challenge that as a growing district, will need to be addressed to continue meeting and exceeding community and state expectations. The chart below shows a breakdown of responses from all surveyed stakeholder groups of the areas most needing expansion or improvement, and the satisfaction of administration, certified staff members, and parents/guardians with district facilities.

As seen in the chart to the right, district stakeholders are not dissatisfied with district facilities. It is clear from the data on academic performance that any negative impact of facilities on student performance is insignificant. As the district prepares for the future, the desire for more expanded learning opportunities, especially in the realm of career and technical education, requires major investments of space, something that Arlington Public Schools’ single campus is unfortunately short on. The second chart shows the areas of facilities and ground that all district stakeholders surveyed identified as the highest priorities for expansion or improvement.

The District Facilities Meet the Students' Learning Needs



Identify the Most Important Areas the District Might Focus On to Improve and Expand Learning Facilities & Grounds



The top three responses across stakeholder groups were Functionality of Learning Spaces, Building Access and Parking, and Extracurricular Facilities and Grounds.

The board and administration have done well to look toward the future and begin preparing for the coming need for expansion of facilities. Transparent communication and the gathering of community input will be essential in building community support should the boards plan require a vote of the people to move forward. This input should be used to prioritize what opportunities and facilities the district should provide.

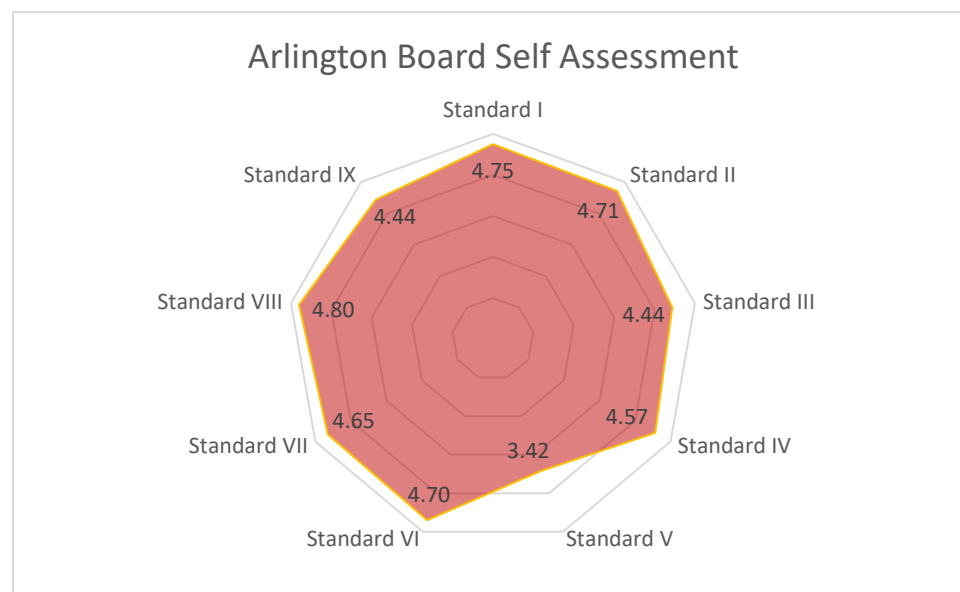
Expanding facilities and staff are costly ventures and can find significant barriers from the community as they may require increases in taxpayer contributions. Arlington Public Schools has existing communication infrastructure to leverage in building this support and, as we will find in Guiding Principle X: Board Governance, a unified leadership team poised to find success in guiding the district through these challenges.

Please see [Guiding Principle IX: District Resources](#) in the Data Addendum for full data reports on this Guiding Principle.

GUIDING PRINCIPLE X: BOARD GOVERNANCE

Effective board practice based on objective governance standards ensures accountability focused on growth and student learning.

As a part of the survey engagement process, Arlington Public Schools Board of Education participated in a board self-assessment. The results of the assessment are shown in the radar chart to the right. The top three areas identified by the assessment were Standard VIII: Board-Superintendent Relations (4.80), Standard I: Mission, Vision, Goals (4.75), and Standard II: Policy Governance (4.71). The top three areas of growth identified were Standard V: Advocacy (3.42), Standard III: Community and Stakeholder Engagement (4.44), and Standard IX: Professional Development (4.44). The overall assessment was extremely positive. Given the presence of Standard IX as an area of growth, as board members continue to learn and grow in their roles, Arlington Public Schools has the opportunity to raise the standard of excellence as a board to continue striving for an effective, efficient process of board governance.



The board was also given the opportunity to self-identify what areas of growth they felt the board needed to address. The top three results were Standard III: Community and Stakeholder Engagement, Standard IV: Accountability and Student Achievement, and Standard V: Advocacy. While these were very similar to the needs identified in the self-assessment, the small discrepancies reveal the board's priorities as they look toward the future. Given the board's strength in providing a clear mission, vision, and goals, it would follow that the top two needs to be self-identified would be how to engage stakeholders to ensure that the priorities of the district reflect the community's wishes and expectations, and how to ensure progress reporting toward the goals the district has set. This focus on continued improvement can serve as a powerful cultural element for the district as the board models the types of values and behaviors they wish to see embodied district wide. Clarifying what these expectations are and how to maintain them could be a valuable exercise for the board and administration to find further leadership alignment to carry the district forward.

It is also the case that Arlington Public Schools has many great accomplishments to celebrate as a district. The relationship between the district, its stakeholders, and community members is an essential element to leverage to tell the story of the district. Arlington Public Schools has the opportunity to serve as a model for excellent governance and show the community the work being done to ensure high-quality education is being provided in Arlington. With so many great things happening, it will be critically important that the Arlington Board of Education remains vigilant in improving their board governance practice while acknowledging the tremendous progress they will continue to make.

Please see [Guiding Principle X: Board Governance](#) in the Data Addendum for full data reports on this Guiding Principle.

ANNUAL DISTRICT GOALS

June 2024

September 2024

December 2024

April 2025

GOAL AREA: BUDGET

GOAL: Maximize district resources to provide quality educational programs and facilities.

OBJECTIVES:

1. APS will explore innovative funding mechanisms.
2. APS will continue to strive for developing capacity for financial optimization.
3. APS will maintain broad concept planning based on foreseeable budget and summative needs assessment.

STRATEGIES:

1. Identify alternative funding sources including corporate sponsorship.
2. Assist the Arlington Education Foundation in developing alternative funding sources.
3. Coordinate the financial planning with the Facility Plan that is developed.
4. Inquiring with Education Foundation for some projects
5. Neutral Levy--budget reserves in rebuilding year(s)
6. Minimizing unnecessary expenditures
10. Per Pupil Cost below state average, in the lowest spending 15% of schools across the state
 - Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - Master Agreement Prioritizes staff benefits to aid in teacher recruiting and retention
 - Budget Carryover/Necessary Reserve Increased
 - 23-24 Budget expended at 92% compared to 87% previous year (taxpayer stewardship)
 - Stable levy, within authority, below postcard threshold
 - Final Payment to QCPUF Bond made
 - Grant for Emergency Mapping/Safety Infrastructure
 - Use of remaining QCPUF Funds for School security upgrades (cameras, quality, coverage, and storage)

ANNUAL DISTRICT GOALS

GOAL AREA: COMMUNITY ENGAGEMENT

GOAL: APS will collect meaningful feedback and input from district citizens for continuous improvement efforts to strengthen family, school, and community partnerships.

OBJECTIVES:

1. APS will enhance our communication process to inform and engage stakeholders in our community.
2. APS will develop outreach opportunities that reinforce learning and engage the community in support of all educational and extracurricular endeavors.

STRATEGIES:

1. Examine current practices to promote periodic community engagement session(s).
2. Utilize community collaborators in the process of strategically planning for a 5-10 year facility enhancement plan.
3. Provide education and training for parents and guardians to promote school readiness.
4. Provide support for community childcare providers in their efforts to enhance quality services to children and families.
5. Education Foundation Outreach
6. Annual Title I Parent Meeting
7. Monthly Supt Article in the Citizen
8. Use of STRIV to broadcast meeting to reach more citizens

- Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
- New digital scoreboards recognizing the sponsors and donors
- Working with AEF on recognizing their award winners during homecoming week
- Seeing the potential for video boards in promoting our sponsorships and student activities
- Room Of Requirement Complete, has been used to assist students/families 21 times to date
- Community Engagement and Focus Group held--better turnout from public than previously
- JAG program has gotten more students involved in community organizations (RTW, etc.)

ANNUAL DISTRICT GOALS

GOAL AREA: FACILITIES

GOAL: Provide up-to-date facilities to allow for continuous improvement and benefit to students in educational and extracurricular programs.

OBJECTIVES:

1. APS will provide a safe and secure learning environment.
2. APS will identify and prioritize existing facility needs.
3. APS will identify and prioritize a 5-10 year facility enhancement plan.
4. APS will collaborate with the Washington County Agricultural Society and the Village of Arlington and other external entities to most effectively use shared space(s).

STRATEGIES:

1. Evaluate and implement recommendations from the safety committee.
 2. Examine existing transportation program and plan for future comprehensive needs.
 3. Maximize the use of energy efficient technology to address financial challenges.
 4. Examine current space to gain additional educational spaces for addition of sections if needed prior to any new facility project
 5. Maintaining current facilities to improve parking conditions at football field
 6. Develop practical use of "office space" in Bus Barn facility
- Engage with DLR to develop plan for next facility steps after community engagement meeting, begin planning for those possible projects financially
 - Addition of new Digital Video Boards to the main gym.
 - Update both gym floors and repair exterior concrete
 - Kitchen and Weight rooms repairs complete
 - Walk off carpet added
 - Work at the bus barn to eliminate unused stored items, add space for a donated golf simulator, and vision for the remaining space
 - Vision emerging from CE and NASB, will partner with DLR to move forward soon

ANNUAL DISTRICT GOALS

GOAL AREA: STUDENT PERFORMANCE

GOAL: Develop and implement plans using instructional best practices, formative and summative assessments, and student data to ensure that all students are college and career ready.

OBJECTIVES:

1. APS will consistently score above the state average and score in the top 20% of identified schools* at each grade level in reading, math, and science utilizing a 5-year average.
2. Maintain interest and increase participation in career and college ready courses. as measured by a) number of students completing career pathways, b) number of students successfully completing college courses (dual enrollment).
3. Maintain cohort graduation rates of 94% or higher.
4. APS will assist students in transitioning from secondary education into careers and/or post-secondary studies.
5. Implements ways in which we can enhance students' knowledge and exposure to emerging technologies and technical career opportunities.

**Identified schools – Arlington, Ashland-Greenwood, Bennington, Blair, DC West, Fort Calhoun, Millard, North Bend, Papillion LaVista, Raymond Central, Springfield-Platteview, Syracuse, Wahoo, Yutan*

STRATEGIES:

1. Develop and articulate curriculum that is aligned with state standards and with the Nebraska Standards for Career Ready Practice: Preparation for College and Career into all courses.
2. Practice data-informed program and instructional planning in the implementation of Multi-Tiered Support System.
3. Continue to utilize the Arlington Instructional Model based on the Marzano Framework Fully implemented, formal observation summative tool approved by the state, teachers working on creating Student Learning Objectives (SLO).
4. Utilizing revised evaluation tool aligned to the Arlington Instructional Model.
5. Implement a district-wide (common) formative assessment system where data analysis informs instruction to ensure student achievement growth.
6. Expand use of and access to interactive tools and technology to support and improve PK-12 learning and innovation.
7. Research and add technology based courses and extra-curricular opportunities.
New Classes: Intro to Computer Science and Applied Technology; offering more STEM type coursework and exposure to "coding"
8. Add interventions through MTSS for progress toward TSI MS MTSS team has been developed
Intervention scheduling - dedicated time/not stealing time from courses ACT Prep - providing the full John Baylor program, dedicated time/not stealing time from courses
9. MCC - Free Tuition for HS students continues through 2024-2025

10. MTSS Development - See #8. Arlington MS/HS is in a cohort with area schools of similar enrollment and course offerings to develop MTSS at the MS/HS side with the aid of ESU3.

11. Celebration of assessment data, publicizing the strong assessment results to our community

- New Math Curriculum Implementation
- Adjusted Curriculum Adoption to align with state completion of standards updates
- Added US Military History, Introduction to Sports Medicine, and Natural Resources courses to match student interest and grow our course offerings.
- Addition/adjustments to course expectations regarding digital media, advertising, real-time multimedia related to the use of the digital video boards.
- Reviewing test systems for better assessment system
- Preparing for first NE Frameworks Accreditation visit in 2025-2026
- NEP rated Excellent (top rating) 2 years
- Improved excessively absent student rate
- Assessment scores continue to be above state average
- JAG and Counselors Office exposing more students to career and college opportunities earlier

ANNUAL DISTRICT GOALS

GOAL AREA: BEHAVIORAL AND MENTAL HEALTH

Goal: Research, develop and implement a school-wide plan to support mental, emotional, and behavioral health concerns of all students.

Objectives:

1. APS will implement A System of Supports for staff to report behavioral, mental, and emotional concerns of students
2. APS will implement a program for safe reporting for students
3. APS will partner with area resources to support families
4. APS will identify and support students with behavioral and emotional health issues

STRATEGIES

1. Continue Partnership with Arbor Family Counseling
 - a. analysis data shows usage increased
2. Seek applicants to employ our own school psychologist to use for purposes other than SPED verifications and interventions
3. Implement programs to support student emotional health as we return to school post-pandemic and post-protest
 - a. ESU3 and ESU2 support meetings to share ideas and address concerns
4. Present opportunities to our students to help them develop character
 - a. Club/Sport Involvement with training for coaches (Inside Out Coaching book study, etc.)
 - b. FCA
 - c. YFC (new possibility)
12. Introduction of community programs by outside agencies that will support student mental/emotional health
13. Expansion of Region 6, Systems of Care, and Communities that Care grants, including adopting universal mental health screener, to meet students needs.

- Mental Health Conference in June
- Guidance Program in Elementary
- Grant for Room of Requirement from multiple organizations (AEF, Fremont Area Foundation)
- Room of Requirement now in use; cleaning out a closet for a permanent home. [Now Complete](#)
- [Introduced Access Period](#)
- [Regularly screening students for mental health and behaviors through SAEBS](#)
- Anecdotally, student connection to community and school (pride and belonging) growing due to efforts of PPP (Passion, Purpose, and Pathway) committee.
- Staff relationships growing stronger with PPP efforts, and staff profiles, shout-outs, etc.