MEETING START-UPS

- **Review** meeting start-ups and address feedback,
- **Receive** presentation of 1st Draft Implementation and Monitoring elements from Student Academic Growth and Success priority team leader, **clarify**, and provide **feedback**,
- **Receive** presentation of 1st Draft Implementation and Monitoring elements from Student Well-Being priority team leader, **clarify**, and provide **feedback**,
- **Review** and **clarify** the Task 1 and Task 2 for the Strategic Priority teams and next steps,
- **Preview** the March 6, 2023 Steering Committee meeting,
- **List** next steps, and
- **Evaluate** our meeting.

Dinner (Begins at 6:00 p.m.)
**Meeting Begins at 6:30 p.m.**

Meeting Start-Ups	15 minutes
DRAFT 1: Implementation and Monitoring Elements: Student Academic Growth and Success	40 minutes
DRAFT 1: Implementation and Monitoring Elements: Student Well-Being	40 minutes

BREAK – 10 minutes

Implementation and Monitoring Process Detail	30 minutes
Preview March 6, 2024 Steering Committee Meeting	5 minutes
Next Steps and Evaluation	5 minutes

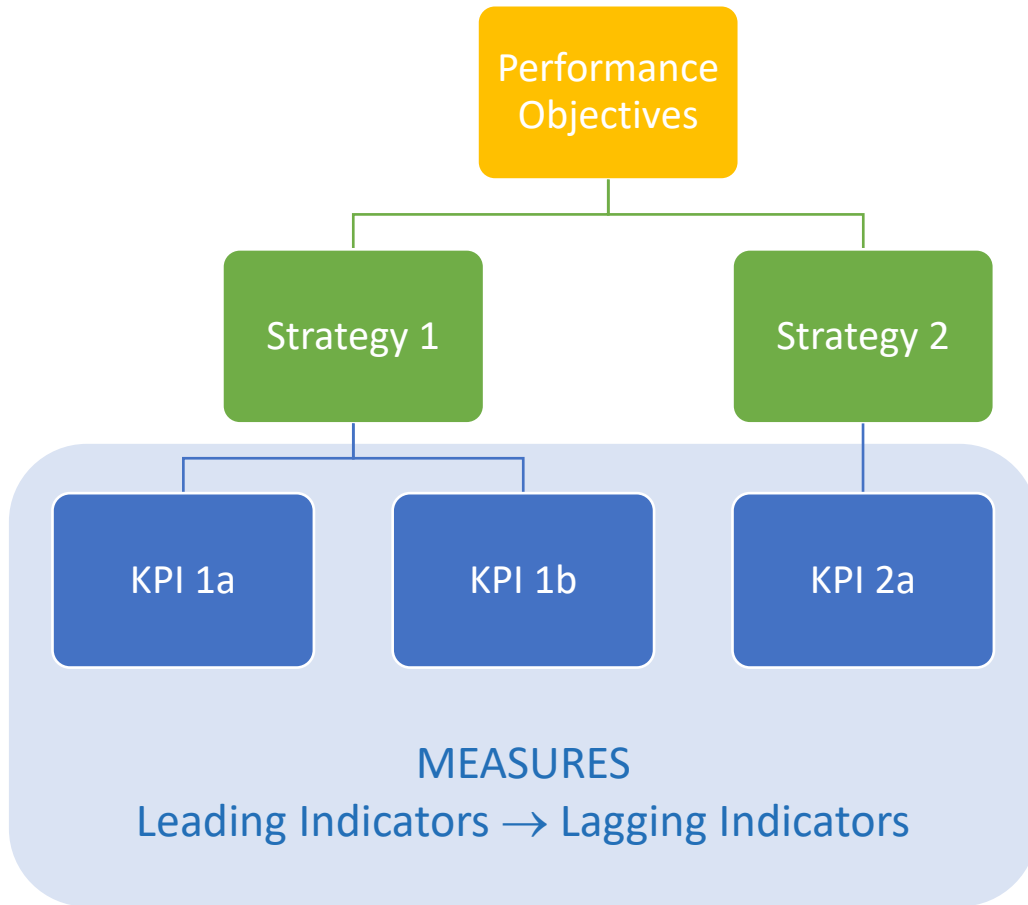| PLUS (+)	DELTA (Δ)
• Modeling the process (Operational Excellence) • Restructuring the dots • [Providing] Printed copies • Working with new people	• Tape ☹ • [Need an] Introduction to Strategic Planning • Have meeting memory for the next meeting • Clarity on the drafted proposals – Have representatives for certain components of the proposals as a resource • Examples of community [exemplar] community partnerships
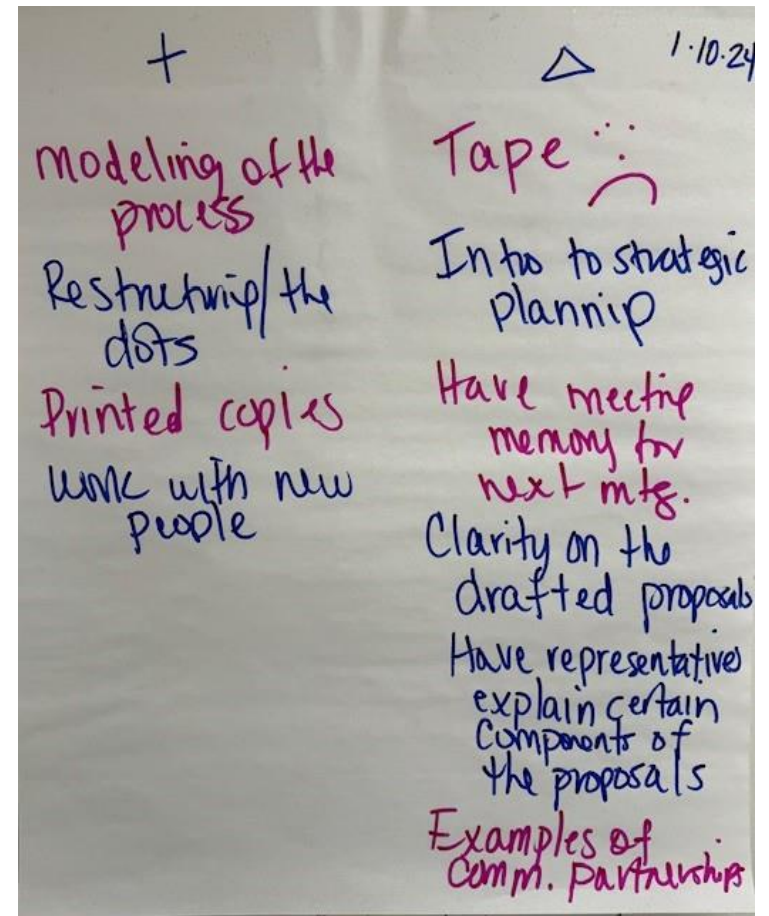
GROUND RULES AND PURPOSE

GROUND RULES

- Post and Approve the Agenda
- Listen as an Ally
- Enable Equity of Voice
- One Person Speaks at a Time
- Respect Each Other
- Everyone Participates
- Stay on Task
- Start and Stop on Time
- Schedule Appropriate Breaks
- Evaluate at End of Meeting
- Cell Phones on Silent or Vibrate

PURPOSE

Our purpose is to

- represent the voice of the Arlington Public Schools community

- to develop the APS Strategic Plan Foundations for review and consideration of the Superintendent and Board of Education, and

- feedback on alignment, clarity and comprehensibility of the APS Strategic Plan Implementation and Monitoring elements.

Definitions

Performance Objectives

Strategy 1 — Strategy 2

KPI 1a — KPI 1b — KPI 2a

MEASURES
Leading Indicators → Lagging Indicators

Performance Objectives | *High level measurable goals that define what APS wants to achieve by 2030*

Strategies | *Specifies the methods that APS will use to achieve its objectives.*

Measures | *Data collection tools we will use to measure and monitor progress towards achievement of the performance objectives*

Leading Indicators | *Data collection tools we will use DURING the SCHOOL YEAR to measure and monitor progress*

Lagging Indicators | *Data collection tools we will use at the END OF THE SCHOOL/FISCAL YEAR to assess and report on progress toward the performance objectives*

Key Performance Indicators | *Short-term measures that APS will use to measure and monitor progress towards achievement of the performance objectives*

- The Priority Teams are diverse and reflect BOTH the subject matter experts AND school-based staff who represent groups responsible for implementation of one or more strategies in the priority.
  - SMEs use and analyze data continuously in the context of their work.
  - The first opportunity for cross-functional teams to meet as a team, analyze the data together, and begin drafting based on the new foundations was on February 13, 2024.
- Each priority team is in a different place in the journey to completion of the first draft of Implementation and Monitoring. In particular, this impacted the level of development of the measures and KPIs.
- This is the FIRST of multiple rounds and sources of feedback. The Steering Committee will have additional opportunities to feedback on all elements of Implementation and Monitoring.
- Use the definitions slide and the individual slides for Student Academic Growth and Success as well as Student Well-Being to help shape your feedback.

APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to eliminate opportunity and achievement gaps

PERFORMANCE OBJECTIVE: By 2030, APS students from all reported groups will meet or exceed pre-pandemic performance on state assessments. (PO-SS-1)

STRATEGIES

- Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction **with research-based strategies and resources.** (S-SS-1)
- Deliver APS developed course map and curriculum through evidence-based and culturally responsive instruction. (S-SS-2)
- Differentiate instruction to meet the diverse needs of each student.
- Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including High Quality Work-Based Learning experiences. (S-SS-3)
- Address unconscious racial bias by continuing implicit bias training throughout APS. (S-SS-4)

MEASURES

- Universal Math Screener (M-SS-6)
- Universal Literacy Screener (M-SS-7)
- APS Writing PBA in 9th and 10th (NEW)
- Reading SOLs (M-SS-1)
- Writing SOLs (M-SS-2)
- Math SOLs (M-SS-3)
- Science SOLs (M-SS-4)
- Social Studies SOLs (M-SS-5)

KPIs

- % of students passing the (Subject) SOL by historically marginalized groups

Separate KPI for Reading, Writing, Math, Science, Social Studies

Arlington Public Schools

EVERY STUDENT COUNTS

APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to eliminate opportunity and achievement gaps

PERFORMANCE OBJECTIVE: By 2030, all elementary and middle school students will annually demonstrate growth by (a) making a minimum of one level using district assessments, (2) moving to a higher proficiency level, or (3) and students performing at the advanced level will continue to perform at the advanced level. (PO-SS-2)

STRATEGIES

- Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction with research-based strategies and resources (S-SS-1)
- Deliver curriculum through innovative and relevant instruction that is personalized to meet the needs of learners, (including time, opportunity, and course-choice), to meet the diverse needs of each student. (S-SS-2)
- Provide learning opportunities in a variety of settings, times, and formats that include opportunities for students to align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships. (S-SS-3)
- Address bias through sustained professional learning, accountability measures, coaching, and through curriculum (S-SS-4)

MEASURES

- Universal Math Screener (M-SS-6)
- Universal Literacy Screener (M-SS-7)

- DIBELS (M-SS-9)

KPIs

In development

Arlington Public Schools

EVERY STUDENT COUNTS

APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to eliminate opportunity and achievement gaps

PERFORMANCE OBJECTIVE: By 2030, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting (including AP, IB, DE, Intensified, etc.) (PO-SS-3)

STRATEGIES

- Provide targeted professional learning to increase the capacity of general education teacher, special education teachers, instructional assistants and co-teaching pairs to support the academic needs of all learners (i.e. evidenced based)
- Staffing is needed to support the increase in co-taught sections
- Enhance utilization of culturally responsive teaching and equitable practices to increase focus on asset-based problem solving in all settings.
- Build master schedules that allow for co-teaching and co-planning to maximize teacher impact
- Provide professional development to ensure that IEP teams are able to make asset-based decisions on student LRE

MEASURES

- Student to teacher ratio in co-taught sections vs. self-contained sections
- Number of courses Self-Contained and Team Taught with certified

- special education teachers
- Student Surveys
- Parent Surveys

KPIs

- % of students with disabilities who spend at least 80% or more of the school day in a general education setting (KPI-SWB-2)

APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to eliminate opportunity and achievement gaps
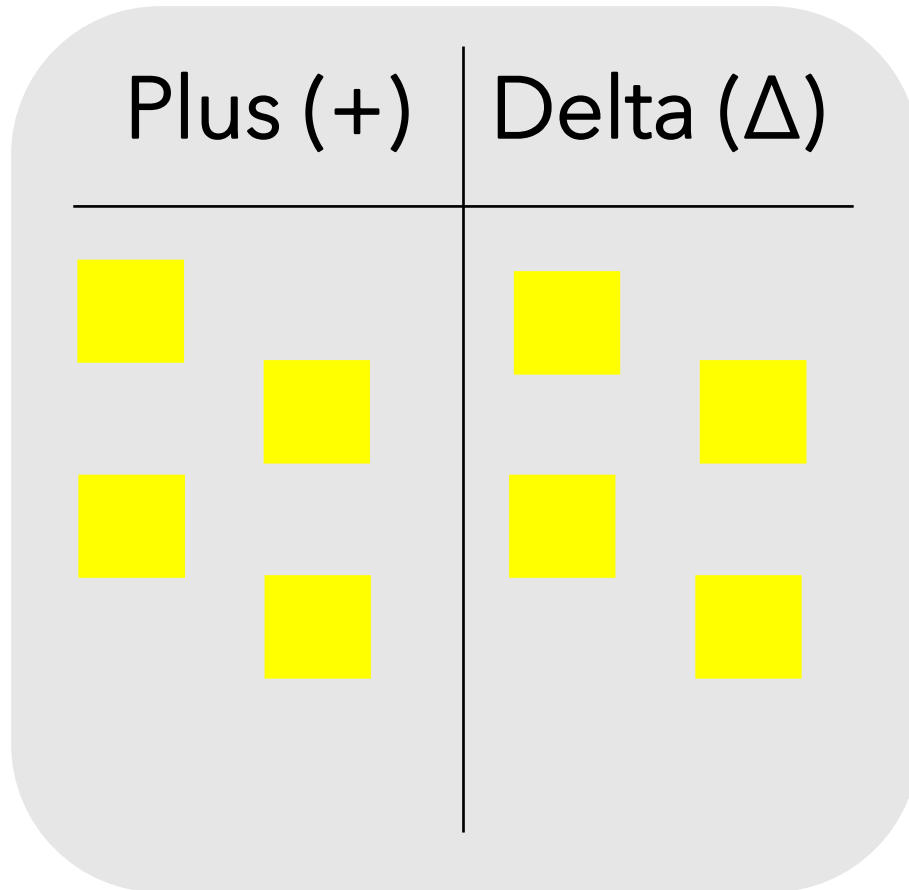
PERFORMANCE OBJECTIVE: By 2030, all students in their senior year will meet or have met one of the College, Career, Civic Readiness Indicators (CCCRI). (PO-SS-4)-NEW

STRATEGIES

- By no later than 7th grade, each student will complete an interest survey to determine their career interests
- Counselors will meet individually with students to analyze survey data and develop a 5 year plan for each student
- Monitor and check in annually with each student to evaluate the progress of their 5 year plan
- Develop career pathways aligned to content areas and courses, and include in the Program of Studies.

MEASURES

- % of students meeting with counselor to develop 5-year plan by 7th grade
- % of 5-year plans in development, completed, disaggregated
- % of students completing

interest assessment (BOY, MOY, EOY)
- # of students on track to achieve CCCRI disaggregated by subgroup

KPIs

In development

Plus/Delta

Plus (+)	Delta (Δ)

• Simple tool to solicit feedback from individuals or groups on the strengths and opportunities for improvement of a given situation (process, resources, goals, systems, strategies).

• Helps to:
   • Identify what is good and what needs improving
   • Provide immediate feedback
   • Provide cumulative information
   • Allow every person a voice in the improvement process
   • Focus individuals/groups on needs for improvement

**2024-2030
IMPLEMENTATION AND
MONITORING DRAFT 1**

Student Well-Being

In partnership with families, staff, and students, APS will create inclusive, safe, and supportive learning environments that foster all students' intellectual, physical, mental, social-emotional growth and well-being.

PERFORMANCE OBJECTIVE: By 2030, Disproportionally in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced by _____ and overall suspensions decrease. (PO-SWB-1)

STRATEGIES

- Identify and implement district wide Restorative Practices that include student empowerment towards positive conflict resolution. Ensure staff training on Restorative Practices for all educators (affective language, community circles),
- Identify school-based teams to be trained in Restorative Conferencing as a response to student misconduct.
- Ensure APS discipline frameworks are using best practices in restorative responses. Train all staff to ensure consistency and transparency in implementation of APS discipline frameworks.
- Identify and train staff to utilize early intervention practices to identify concerning behaviors and create an environment where students can talk through issues so they can understand the harm caused and take responsibility and find ways to move forward.
- Use an individualized approach, not one size fits all. Work with students individually to meet them where they're at and provide appropriate interventions and discipline.

MEASURES

- Risk profile disaggregated (M-SWB-4):
- Suspension rates disaggregated (M-SWB-5)
- Discipline Referrals disaggregated (M-SWB-11):
  - Metric to include youth voice disaggregated
  - Qualitative data from re-entry meetings
  - School Safety Survey

KPIs

- % suspensions relative to % student population by identified subgroup (KPI-SWB-1.a)
- Relative risk of student groups being suspended compared to their peers by identified subgroup (KPI-SWB-1.b):
- Identify any relevant metrics in the School Safety Survey about student discipline/safety.

Arlington Public Schools

EVERY STUDENT COUNTS

In partnership with families, staff, and students, APS will create inclusive, safe, and supportive learning environments that foster all students' intellectual, physical, mental, social-emotional growth and well-being.

PERFORMANCE OBJECTIVE: Annually, reach 80% attendance for all students or if already above 80%, achieve year over year attendance growth for all students. (PO-SWB-2)-NEW

STRATEGIES

- Recruit and retain Attendance Specialists, Deans and Students, Bilingual Family Liaisons, and Social Worker at each school site
- Establish annual home-visit schedule for all new students and students in transition year (Kinder, 6th and 9th)
- Disaggregate attendance data to create targeted action plan for chronic tardiness and absenteeism
- Bi-weekly ATSS meetings to identify challenges affecting the attendance of students
- Establish clear tiered system of support for attendance
- Revise coding of student absences at the school/district levels to reflect missed instruction due to skipping, field trips, athletic events, other school-based activities, etc.
- Proactively engage all families on attendance policies and importance of attendance. "All" means that it must be in a variety of platforms, languages, etc.
- Investigate reasons for school refusal

MEASURES

- Daily/Quarterly Attendance data
- Suspension data
- YVM Survey (School Climate and Safety questions)
- Year over Year Attendance Data
- District created EOY student survey (include question about if LGBTQ+ student feel affirmed at school, etc.)
- Home visits
- Participation in extra-curricular activities (athletics, clubs)

KPIs

In development

In partnership with families, staff, and students, APS will create inclusive, safe, and supportive learning environments that foster all students' intellectual, physical, mental, social-emotional growth and well-being.

PERFORMANCE OBJECTIVE: Annual review of key findings on YVM, SEL Survey, and qualitative data that is standard practice across the division will show improvement in student social, emotional, and mental health. (PO-SWB-3)

STRATEGIES

- Tiered professional development focused on student social, emotional, and mental health for all staff (training for 1-3 yr staff, another training for 4-8 yr staff, 9+ yr staff - training)
- Engage parents in the SEL learning at all grade levels through culturally and linguistically holistic outreach
- Create a student questionnaire that is completed annually to provide staff information to learn more about the child (preferred name & pronoun, learning style, who to contact within family, etc.) that can be stored in Synergy
- Match staff mentors with mentees
- Train staff on their role as a trusted adult - how to build safe spaces

MEASURES

- YVM Student: Students feel supported (M-SWB-1):
- YVM Student: Students can identify a trusted adult (M-SWB-2)
- YVM Student: School Climate (M-SWB-3)
- YVM Student: School Safety (M-SWB-10)
- YRBS Survey (M-SWB-8)
- NEW - Attendance, Academics, Discipline Referrals

KPIs

- % favorable responses by Gr. 4-5 students on the Your Voice Matters (YVM) survey category Student Well-Being: Social, Emotional, Mental Health (KPI-SS-3.a.)
- % favorable responses by Gr. 6-12 students on the Your Voice Matters (YVM) survey category Student Well-Being: Social, Emotional, Mental Health (KPI-SS-3.b.)

Plans to add KPI's for SEL Survey & VYRA. assessment

In partnership with families, staff, and students, APS will create inclusive, safe, and supportive learning environments that foster all students' intellectual, physical, mental, social-emotional growth and well-being.

PERFORMANCE OBJECTIVE: By 2030, Increase data sources for LGBTQ+ reporting and increase sense of belonging and reducing risk behavior for this group. (PO-SWB-4)-NEW
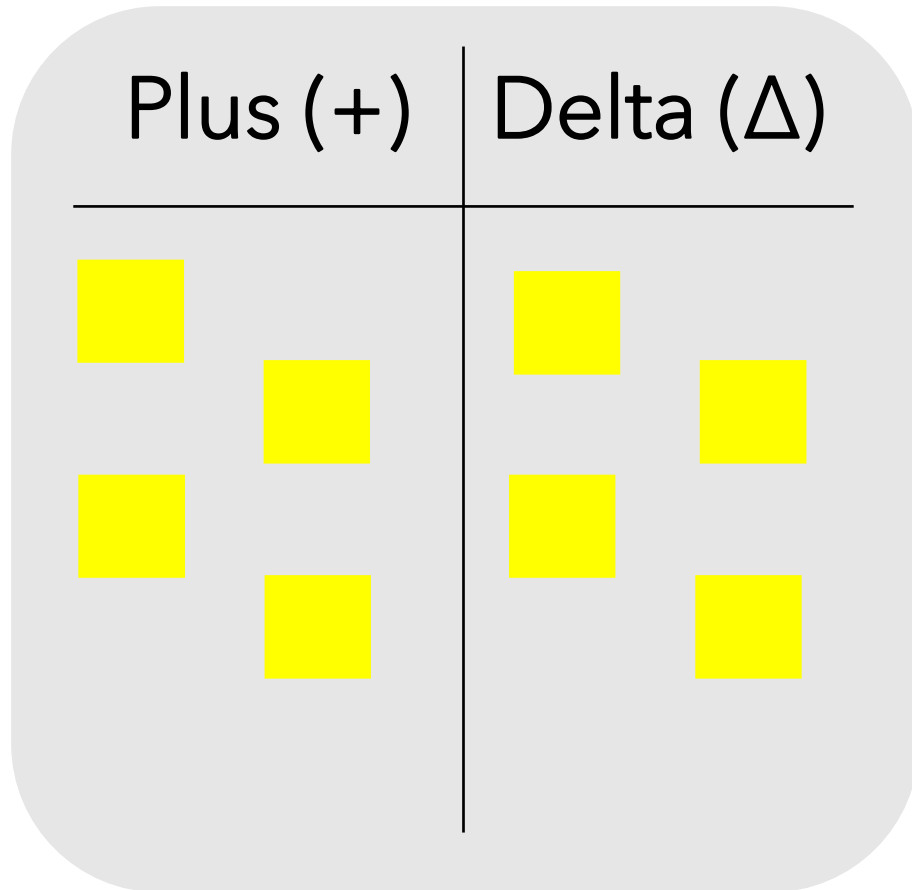
STRATEGIES

- Ensure professional development is provided for all staff regarding research on needs of LGBTQ+ youth and how to support
- Provide community forums to help families support their students and better understand LGBTQ+ needs, including panels of former students, community and school resources.
- Dedicated time (ex. TA or General/ Warriors/ Patriot period) to share resources for all students regarding LGBTQ+ supports in and out of school
- Ensure each school has a LGBTQ+ Club and/or support group and obtain feedback from this group. (See measures).

MEASURES

- (LGBTQ+ sense of belonging, bullying, risk behaviors –
- Virginia Youth Survey

- Needs Assessments: end of year
- Measure of supportive school climate (BOY, MOY, EOY)

KPIs

In development

Plus/Delta

Plus (+)	Delta (Δ)

- Simple tool to solicit feedback from individuals or groups on the strengths and opportunities for improvement of a given situation (process, resources, goals, systems, strategies).

- Helps to:
  - Identify what is good and what needs improving
  - Provide immediate feedback
  - Provide cumulative information
  - Allow every person a voice in the improvement process
  - Focus individuals/groups on needs for improvement

Arlington Public Schools

Student Centered Workforce

Student Well-Being

Operational Excellence

**Composition of Each Team
(14-18 per team)**
Asst. Supt (0-4)
Directors (4-8)
Supervisors, Coordinators,
Specialists (0-4)
Teachers (2)
Classified Staff (0-2)
Principal (1-2)
Assistant Principal (1)
Student (0-1)
Parents (0-1)

Student Academic Growth & Success

School, Community, Family Partnerships

*ASA will compile names of Principals interested and forwarded selection
*AEA will do similar for T-Scale

Name	Position	Work Location
Sarah Putnam*	Executive Director, Curriculum & Instruction	Syphax - Academics
Kerri Hirsch	Director, Curriculum & Instruction	Syphax - Academics
Kris Martini	Director, Career, Technical, Adult Education	Syphax - Academics
Kelly Krug	Director, Special Education (Elementary)	Syphax - Academics
Terri Murphy	Director, English Learners	Syphax - Academics
Tyrone Byrd	Executive Director, Diversity, Equity & Inclusion	Syphax - DEI
Shannan Ellis	Supervisor, Mathematics (Elementary)	Syphax- Academics
Laura Odea	Specialist, English Language Arts	Syphax- Academics
Katherine Partington	Specialist, Gifted Services	Syphax- Academics
Katie Madigan	Principal	Taylor ES
David McBride	Principal	Kenmore MS
Jessica Salvador	Assistant Principal	Wakefield HS
Sara Tyson	Elementary Teacher	Abingdon ES
Katherine Willet*	Secondary Teacher, Science	Williamsburg MS
Arlene Whitlock	Secondary Teacher, Special Education	Arlington Career Center
Naya Chopra	Student, Gr. 11	HB-Woodlawn
Lori Sakayan	Student, Gr. 11	Wakefield
Tully Andress	Student, Gr. 11	Wakefield

Name	Position	Work Location
Darrell Sampson*	Executive Director, Student Services	Syphax – Student Support
Gradis White*	Director, School Climate & Culture	Syphax – Student Support
Aaron Queen	Director, School Safety & Emergency Mngmt	Trades– School Support
Wendy Pilch	Director, Elementary Education	Syphax – School Support
Heather Davis	Coordinator, Counseling Services	Syphax – Student Support
Jennifer Gross	Coordinator, Social Emotional Learning	Syphax – Student Support
Deborah DeFranco	Supervisor, Health & PE	Syphax- Academics
Liza Burrell-Aldana	Principal	Claremont ES
Kim Jackson-Davis	Principal	Langston
Kristie Saini	Assistant Principal	Wakefield HS
Jaim Foster	PreK Teacher	Ashlawn
Susan Russo	Counselor	Jefferson
Luisa Ballester-Concepcion	Secondary Teacher, English Learners	Washington-Liberty
Kaz Szwez	Student, Gr. 11	HB-Woodlawn
Jessica Lkhagavsuren	Student, Gr. 10	HB-Woodlawn
Maya Downs	Student, Gr. 9	Washington Liberty
Danny Batista-Gollop	Student, Gr. 12	Langston
Candice Lopez	Supervisor, Partner/SHIFT & Project Peace	Arlington County DHS

Priority Team Membership
Student-Centered Workforce

Name	Position	Work Location
Michael Hodge*	Asst. Superintendent, Human Resources	Syphax – Human Resources
Dimar Brown	Director, Talent Acquisition & Management- Classified	Syphax – Human Resources
TBD	Executive Director, Human Resource Operations	Syphax – Human Resources
Chris Willmore	Director, Secondary Education	Syphax – School Support
Cory Kapelski	Director, Professional Learning	Syphax –Professional Learning
Tyler Dufrene	Specialist, Professional Learning	Syphax –Professional Learning
Nina Saunders	Specialist, Employee Assistance Program	Syphax – Human Resources
Cristin Shulman	Specialist, Diversity, Equity & Inclusion	Syphax – DEI
Jessica DaSilva	Principal	Long Branch ES
Peter Balas	Principal	Wakefield HS
Kathryn White Malik	Assistant Principal	Innovation ES
Yanting He	Elementary Teacher, English Learners	Oakridge
Lisa Lee	Secondary Teacher (SpEd)	Arlington Career Center
Carla Williams	Extended Day Supervisor	Escuela Key
Maggie Carpenter	Library Media Specialist	HB-Woodlawn

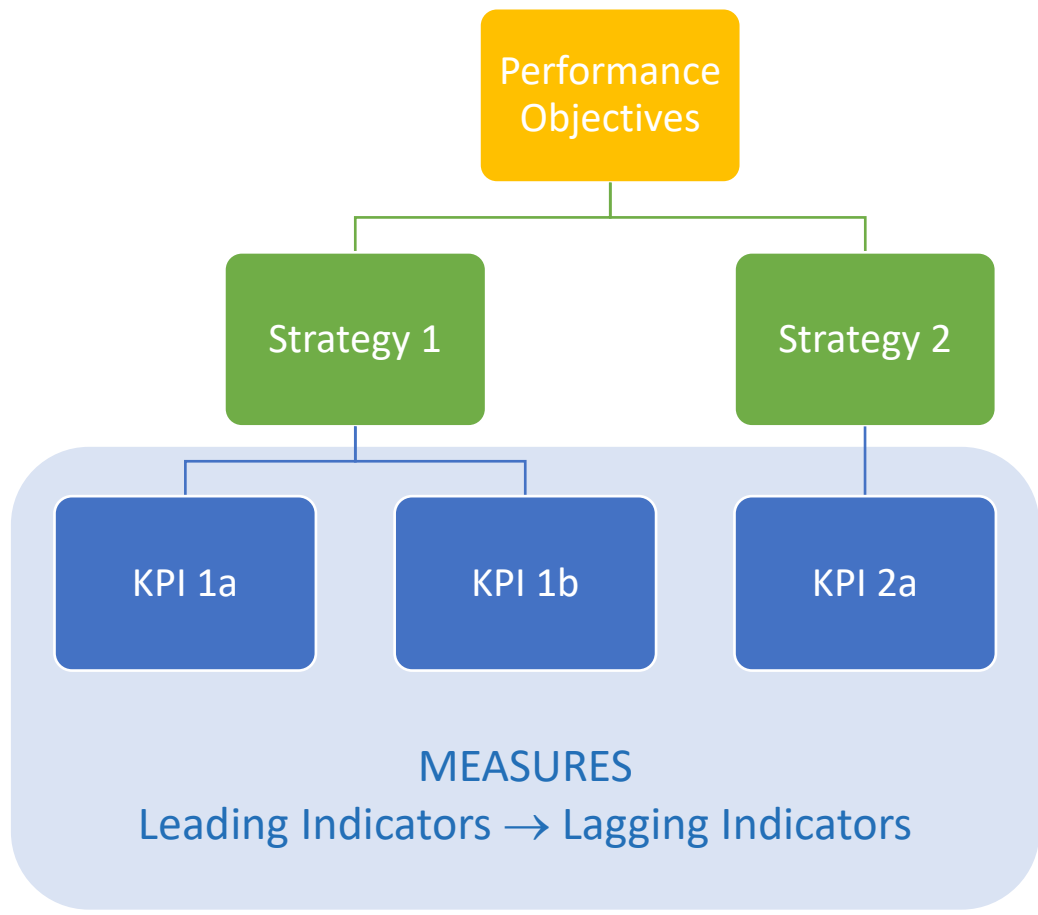| Name	Position	Work Location
Raj Adusumilli	Asst. Superintendent, Information Services	Syphax – Information Services
Renne Harber	Asst. Superintendent, Facilities & Operations	Trades – Facilities & Operations
Andy Hawkins	Asst. Superintendent, Finance Management Services	Syphax – Finance Management Svcs
Girish Rajput	Director, Information Services	Syphax – Information Services
Helena Machado	Director, Facilities & Operations	Trades – Facilities & Operations
Mark McLaughlin	Director, Finance Management Services	Syphax – Finance Management Svcs
Amy Hailey	Supervisor, Library Services	Office of Academics
David Horak	Principal	Abingdon ES
Graham McBride	Assistant Principal	HB Woodlawn
Ellie Ellison Leach	Elementary Teacher	Carlin Springs
Jeff Sanford	Secondary Teacher	Wakefield HS
TBD	Instructional Technology Coordinator	
TBD	Instructional Technology Coordinator	
Elizabeth Matlock	Assistant to the Deputy County Managers	Arlington County Government

Name	Position	Work Location
Catherine Ashby*	Asst. Superintendent, School & Community Relations	Syphax – SCR
Frank Bellavia*	Director, Communications	Syphax – SCR
Dulce Carillo	Supervisor, Public Engagement	Syphax – SCR
Dawn Smith	Manager, Volunteer, Partnerships & Events	Syphax – SCR
Andrew Robinson	Coordinator, Media Relations & Online Strategies	Syphax – SCR
Elisabeth Lua	Coordinator, Family & Community Engagement (FACE)	Syphax – SCR
Pam Nagurka	Coordinator, Partnerships & Work Based Learning	Syphax – CTAE
Cate Coburn	Coordinator of Federal Programs	Syphax - Academics
Lynne Wright	Principal	Oakridge ES
Yolanda Nashid	Assistant Principal	Williamsburg MS
	Social Worker	
Carol Sabatino	Elementary Teacher & FACE Action Team Coordinator	Carlin Springs
Maria Delgado	Secondary Teacher & FACE Action Team Coordinator	Gunston
Kyle Godfrey	Secondary Teacher, Career, Technical, Adult Education	Career Center
Laura Anduze	Instructional Assistant (Title 1)	Hoffman-Boston
Nohra Rodriguez	Bilingual Family Specialist	Swanson
Lamia Tarannum	Student, Gr. 11	Arlington Tech
Ula Olson	Student, Gr. 9	Arlington Tech
TBD	Student	
Helen Marcks	Parent	Hoffman-Boston

Part 2 - Timeline

	January	February	March	April	May	June
Implementation and Monitoring Process	Develop draft of the 2024-30 Strategic Plan implementation & monitoring elements			Solicit Community Feedback	Finalize Implementation & Monitoring for Board Approval	
School Board			**March 7, 2024** School Board Monitoring Report		**May 14, 2024** School Board Work Session	**June 6, 2024** School Board Information Item **June 20, 2024** School Board Action Item
Staff	**Task 1 and Task 2 Completed** Develop draft of the 2024-30 Strategic Plan implementation & monitoring elements		**Task 3 Completed** Provide Update to School Board and Community on Process	**Task 4 Completed** Analyze Community Feedback to Develop Final Draft	Finalize Superintendent Recommendation Share summary of Community Feedback and Collect School Board feedback on Superintendent Recommendation	Superintendent's recommendation presented to School Board for Information and Action
Steering Committee	**January 10, 2024** Provide feedback on 2022-2028 Implementation and Monitoring Elements	**February 23, 2024** Review 1st DRAFT of 2024-2030 Implementation and Monitoring – Provide Feedback	**March 6, 2024** Review 1st DRAFT of 2024-2030 Implementation and Monitoring – Provide Feedback	**April 8, 2024** Review Questionnaire	**May 8, 2024** Review Superintendent's Recommendation for Implementation and Monitoring	**June 5, 2024** Evaluate Strategic Plan Development Process Celebrate Success

Definitions

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Objective: Continue Strategic Plan Development Part 2: Implementation and Monitoring

- Review the Draft Implementation and Monitoring
  - Student-Centered Workforce
  - Operational Excellence
  - Student, Family, and Community Partnerships

Vision

Mission

Values

Strategic Priorities
(Formerly Goals)

Performance Objectives

Strategies, Measures, KPI's

PLUS (+)	DELTA (Δ)
• Content specialists in attendance • Extra kudos to those who were here in person • Appreciate zoom as an option this evening • Nice to not be running around the room – nice to just have a discussion • Having the verbatim slides in front of us was great • The structure of the entire meeting was helpful • Appreciate the open forum with which we can discuss feedback – points we might not have considered if we didn't' hear each other • Like the fact that we had clarifying opportunities and evaluative • Jonathan's attention to detail • Time management tonight – redirecting • Facilitations	• Having the draft in advance • Presentations could be shorter with more time • WE get into editing and word smithing – that could be written • Sticking to asking to clarifying questions