



Use criteria in the yellow table to review and assess the current strategies as laid out in the 5 tables using the +/- tool.

CRITERIA FOR EVALUATION

| Performance Objective | Strategies |
|---|--|
| <p>Alignment</p> <ul style="list-style-type: none"> Are the current APS performance objectives aligned with the 2024-30 strategic plan priority? Are the current performance objectives reflective of what we heard from the community during hopes and aspirations portion of the fall community engagement? <p>Clarity and Comprehensibility</p> <ul style="list-style-type: none"> Are the current performance objectives clear and comprehensible to APS parents/families, staff, and community? <ul style="list-style-type: none"> Can parents read and understand it? Do parents understand the implications for their children/student? Is it inclusive and can all parents see their children represented? <p>Omissions/Revisions/Deletions <i>(Incorporating Community Feedback)</i></p> <ul style="list-style-type: none"> What works and continues to reflect the community's aspirations for students, staff, and the system? Are we measuring what matters aligned to the new APS priorities? Are there any notably missing performance objectives to achieve the new APS strategic priorities? Do any of the performance objectives feel duplicative and/or are they mutually exclusive of one another? | <p>Alignment</p> <ul style="list-style-type: none"> Are the current APS strategies aligned to the current performance objective and new APS strategic priority? Are the current strategies reflective of what we heard from the community during hopes and aspirations portion of the fall community engagement? <p>Clarity and Comprehensibility</p> <ul style="list-style-type: none"> Is each strategy distinct from other strategies? Are the strategies clear and comprehensible to APS parents/families, staff, and community? <ul style="list-style-type: none"> Can parents read and understand it? Do parents understand the implications for their children/student? Are the community's hopes and aspirations clearly included? <p>Omissions/Revisions/Deletions <i>(Incorporating Community Feedback)</i></p> <ul style="list-style-type: none"> What strategies should be continued to achieve the performance objectives and new APS strategic priorities? What revisions or deletions to the current APS strategies should be considered to improve alignment, clarity, and comprehensibility? Are there any notably missing strategies to achieve the performance objectives and new APS strategic priorities? |



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Strategic Priority 1: Student Academic Growth and Excellence

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

| Performance Objective | Strategies |
|---|---|
| 1. By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments. (PO-SS-1) | 1. Embed the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship skills) into curriculum and instruction. (S-SS-1) 2. Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student. (S-SS-2) 3. 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) 4. Address unconscious racial bias by implementing implicit bias training throughout APS. (S-SS-4) |
| 2. By 2024, all elementary and middle school students will annually demonstrate growth by a minimum of one level using district assessments and students performing at the advanced level will continue to perform at the advanced level. (PO-SS-2) | |

BRAINSTORMING

| Performance Objectives | Strategies |
|---|---|
| <ul style="list-style-type: none"> • SOL pass rates • Grade-level literacy skills • Math numeracy skills • Participation and success in AP/IB • Least restrictive environment (LRE) data - 80%/80% | <ul style="list-style-type: none"> • Curriculum/Instruction <ul style="list-style-type: none"> ○ High quality instruction ○ Prioritize pad/paper over devices (remove 1-to-1 in elementary schools) ○ Meeting CKLA curriculum - including arts, music, physical education • Professional development for teachers <ul style="list-style-type: none"> ○ More teacher training and support to implement rigorous curriculum |



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| Performance Objectives | Strategies |
|------------------------|--|
| | <ul style="list-style-type: none">○ On-going job-embedded professional development for teachers on literacy• Academics<ul style="list-style-type: none">○ Grade-level science and social studies [elementary]○ Arts instruction○ Advanced learning identification• School Structures<ul style="list-style-type: none">○ Provide more vertical pathway articulation/communication○ Make time the variable [not the constant] - school year extension, summer programs○ Reduce class size (student to adult ratios)• Access and Opportunity<ul style="list-style-type: none">○ [Ensure] that all kids can take advantage of choices [programming/course of study]○ "Opt-out" policy for intensifieds○ Clearly and accurately convey student progress - i.e., Grades○ Clearly explain options [for students at the high school level - pathways] e.g., IB, AP, etc.○ Continue to provide lots of choices for students○ Early access to college credits○ MS have content creation devices = laptop• Progress Monitoring<ul style="list-style-type: none">○ Use Dibels data to monitor students and intervene (tutors)• Remediation/Intervention |



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| Performance Objectives | Strategies |
|------------------------|--|
| | <ul style="list-style-type: none"> ○ Research-based targeted interventions in literacy and numeracy ○ Intervention supports ○ Learning loss remediation ○ Secondary literacy remediation ○ Targeted, systematic small-group instruction |

STRATEGIC PRIORITY 1: STUDENT ACADEMIC GROWTH AND EXCELLENCE

ASSESSMENT OF PERFORMANCE OBJECTIVES

| PLUS (+) | DELTA (Δ) |
|---|---|
| ALIGNMENT | |
| <ul style="list-style-type: none"> • 1 - Aligned - fine with re-learning • 1 - Aligns with priority | <ul style="list-style-type: none"> • Performance Objective 1 <ul style="list-style-type: none"> ○ Add specific goals of how much gaps should be reduced [in the language of the performance objective] • Performance Objective 2 <ul style="list-style-type: none"> ○ "division" not "district" ○ Students coming in below grade level must make 1.5 years of growth! Anything less and we will not close gaps. ○ A years worth of growth is not enough to close gaps (+100) ○ Does not consider high achievement in advanced learners |



Use criteria in the yellow table to review and assess the current strategies as laid out in the 5 tables using the +/-Δ tool.

| PLUS (+) | DELTA (Δ) |
|--|--|
| CLARITY AND COMPREHENSIBILITY | |
| <ul style="list-style-type: none"> • Performance Objective 1 is clear | <ul style="list-style-type: none"> • Performance Objective 1 <ul style="list-style-type: none"> ○ Include student potential ○ Reduce opportunity gaps <ul style="list-style-type: none"> ▪ By how much? ▪ Not definitive in terms of what the measure of success is ○ Clarity with what opportunity gaps are/how to be reduced (glossary for PO? - unsure) • Performance Objective 2 <ul style="list-style-type: none"> ○ Too vague ○ "level" is unclear ○ Clarity with "one level" - Is this one grade level? |
| OMISSIONS/REVISIONS/DELETIONS | |
| | <ul style="list-style-type: none"> • Performance Objective 1 (Revisions/Deletions) <ul style="list-style-type: none"> ○ Revise - encompassing "student potential" • Performance Objective 2 (Revisions/Deletions) <ul style="list-style-type: none"> ○ Revise - Demonstrate growth <ul style="list-style-type: none"> ▪ What about high school students ▪ Currently only addresses elementary and middle school students ○ Revise - Entire Performance Objective ○ Lack of language to describe progress for students with disabilities and multi-lingual learners • Omissions <ul style="list-style-type: none"> ○ Add achievement ○ Add achievement |



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| PLUS (+) | DELTA (Δ) |
|----------|--|
| | <ul style="list-style-type: none"> ○ Graduation rates and Advanced Diploma Rates ○ Math inventory - increase scores ○ Need performance objective related to “systems of support” ● Additions <ul style="list-style-type: none"> ○ All students who begin in APS will enter 6th grade reading on grade level ○ Add dropout rates by demographic ○ Decrease the % of students needing remediation |

STRATEGIC PRIORITY 1: STUDENT ACADEMIC GROWTH AND EXCELLENCE

ASSESSMENT OF STRATEGIES

| PLUS (+) | DELTA (Δ) |
|---|---|
| ALIGNMENT | |
| <ul style="list-style-type: none"> ● Strategy 1 <ul style="list-style-type: none"> ○ Clear (x2) ○ Aligns ● Strategy 2 <ul style="list-style-type: none"> ○ Clear (x2) ● Strategy 3 <ul style="list-style-type: none"> ○ Clear ● Strategy 4 <ul style="list-style-type: none"> ○ Agree - students who are unfairly and disproportionately removed from classrooms lose out on learning & instruction, opportunities | <ul style="list-style-type: none"> ● Strategy 1 <ul style="list-style-type: none"> ○ 1 is so vague - instead, implement high quality instructional materials in every course ● Strategy 2 <ul style="list-style-type: none"> ○ Differentiated instruction = needs teachers to be prepared for inclusion and how to differentiate. Mentor supports needed beyond 1 year needed, funding for more mentors ● Strategy 3 ● Strategy 4 |



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| PLUS (+) | DELTA (Δ) |
|---|--|
| CLARITY AND COMPREHENSIBILITY | |
| <ul style="list-style-type: none">• Strategy 1• Strategy 2• Strategy 3• Strategy 4 | <ul style="list-style-type: none">• Strategy 1<ul style="list-style-type: none">◦ Vague• Strategy 2<ul style="list-style-type: none">◦ Vague• Strategy 3<ul style="list-style-type: none">◦ To be based on student needs◦ Vague• Strategy 4 |
| OMISSIONS/REVISIONS/DELETIONS | |
| | <ul style="list-style-type: none">• OVERALL - There should be strategies for each [performance] objective• Strategy• Strategy 4<ul style="list-style-type: none">◦ Implicit bias training does not translate into academic excellence◦ [Use the word] "implicit", not unconscious. Remove "racial" as this training encompasses many• Omissions/Additions<ul style="list-style-type: none">◦ Opt-out not opt-in for intensified [classes]◦ Addition: 3rd grade students who are in the red (intensive) zone in Dibels will attend reading camp and will have a plan for remediation in the 4th grade◦ Addition - Eliminate barriers and structural impediments [to academic excellence and growth]◦ Remediation/Intervention<ul style="list-style-type: none">▪ Intervention supports |



**Arlington
Public
Schools**

APS Strategic Plan | Steering Committee Work Session

December 13, 2023 | 2022-2028 Implementation & Monitoring Elements Assessment

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| PLUS (+) | DELTA (Δ) |
|----------|---|
| | <ul style="list-style-type: none">▪ Add summer school program(s)○ Omission/Addition: Inclusion of students with disabilities [consider moving performance objective and aligned strategy from student well-being to student academic growth and excellence priority] |



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Strategic Priority 2: 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 | Strategies |
|--|---|
| 1. Disproportionally in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase. (PO-SWB-1) | 1. Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct. (S-SWB-5) |
| 2. By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting. (PO-SWB-2) | 2. Increase co-taught sections of courses and classes to support the inclusion of students. (S-SWB-6) |
| 3. Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental health. | 3. Integrate culturally relevant concepts and practices into all levels of school interactions. (S-SWB-1) 4. Establish and promote a culture of physical, social, emotional, and mental health wellness. (S-SWB-2) 5. Implement an evidence-based curriculum that focuses on students' physical, social, emotional, and mental health needs. (S-SWB-3) 6. Ensure all students can identify at least one school-based adult who supports and encourages their academic and personal growth. (S-SWB-4) |

BRAINSTORMING

| Performance Objectives | Strategies |
|--|---|
| <ul style="list-style-type: none"> • Participation in extra-curricular activities • Attendance • Surveys of students about how they feel they are doing | <ul style="list-style-type: none"> • Anonymous Reporting <ul style="list-style-type: none"> ○ Anonymous threat reporting |



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| Performance Objectives | Strategies |
|--|--|
| <ul style="list-style-type: none">• SEL Skills | <ul style="list-style-type: none">○ Anonymous reporting for suicide comments, social-emotional concerns, etc.• Curriculum/Instruction/Academics<ul style="list-style-type: none">○ Infusion of SEL into core curriculum○ Outdoor learning and opportunities○ Responsive classroom○ SEL as “Opt-In” by students (Data shows support that this makes SEL more effective)• Physical safety<ul style="list-style-type: none">○ Schools that are physically safe, egresses free of mold, rodents, etc.• Professional Learning and Resources for Staff<ul style="list-style-type: none">○ Staff supported in addressing struggles within the community○ Staff given support and training to reduce chances of negative/harmful reactions to student behavior → leads to students feeling safe○ Prioritize vertical alignment among teachers during major transitions (i.e., preK-K, 5th - 6th, 8th - 9th)○ Staff selected professional development regarding SEL• Services/Supports for Families<ul style="list-style-type: none">○ Well publicized resources provided for parents/caregivers○ Wrap-around services• Support for transient students within the county (academic and SEL)• School Structures and Processes<ul style="list-style-type: none">○ Data supports that strong school structures/boundaries = student wellbeing |



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| Performance Objectives | Strategies |
|------------------------|--|
| | <ul style="list-style-type: none"> ○ Inclusion and representation in school activities and curriculum |

STRATEGIC PRIORITY 2: STUDENT WELL-BEING

ASSESSMENT OF PERFORMANCE OBJECTIVES

| PLUS (+) | DELTA (Δ) |
|---|---|
| ALIGNMENT | |
| <ul style="list-style-type: none"> • Strategy 3: Aligned | <ul style="list-style-type: none"> • Performance Objective 2 <ul style="list-style-type: none"> ○ Move SPED data to Strategic Priority 1 (Student Academic Growth & Excellence) ○ 80%/80% students with disabilities should be moved to Academics (Strategic Priority 1) |
| CLARITY AND COMPREHENSIBILITY | |
| | <ul style="list-style-type: none"> • Performance Objective 1 <ul style="list-style-type: none"> ○ Unclear - "disproportionality" ○ Unclear ○ Transparently show cross-tabbed data to better understand some of the issues with suspensions • Performance Objective 3 <ul style="list-style-type: none"> ○ Your Voice Matters survey needs more clarity arounds safety ○ Specify the measure ○ "Key findings" is vague ○ Your voice matters needs clarity around safety |



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| | <ul style="list-style-type: none"> ○ Not definitive. What measure of improvement? By how much? |
| OMISSIONS/REVISIONS/DELETIONS | |
| | <ul style="list-style-type: none"> • Performance Objective 2 <ul style="list-style-type: none"> ○ Increase % to 80% • Omissions <ul style="list-style-type: none"> ○ Students involved in at least one (1) extracurricular [activity] ○ Add SEL survey ○ Revamp surveys - make more of value outcomes ○ % of students who feel safe at school ○ % of transgender students who feel affirmed at school ○ Add attendance and truancy as performance objectives |

STRATEGIC PRIORITY 2: STUDENT WELL-BEING

ASSESSMENT OF STRATEGIES

| PLUS (+) | DELTA (Δ) |
|---|--|
| ALIGNMENT | |
| <ul style="list-style-type: none"> • Strategy 1 aligns | <ul style="list-style-type: none"> • Strategy 2: Move to Strategic Priority 1 (Student Academic Growth & Excellence) |
| CLARITY AND COMPREHENSIBILITY | |
| | <ul style="list-style-type: none"> • Clarity and transparency in how data is being used and impact on each students based on response |



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| PLUS (+) | DELTA (Δ) |
|--------------------------------------|---|
| | <ul style="list-style-type: none">• Strategy 2<ul style="list-style-type: none">○ How are teachers prepared and supported for the strategy of 80% of students with disabilities included in general education settings 80% of the day? It is not enough to say it is happening. How will it happen? [How successful is it on student outcomes?]○ Co-taught sessions - clarity in the strategy about supports available from Syphax |
| OMISSIONS/REVISIONS/DELETIONS | |
| | <ul style="list-style-type: none">• Omissions<ul style="list-style-type: none">○ Related to Strategy 2<ul style="list-style-type: none">▪ Training on inclusive supports▪ Teach non-disabled students how to work with students with disabilities (Do not put the onus on students with disabilities)○ Professional development for staff<ul style="list-style-type: none">▪ Staff training▪ Classroom management training as a requirement▪ Recertification training specific to special education▪ Training for staff on how to support gender-diverse students○ Evaluate the school-based needs of transgender students and set goals around meeting those needs○ Prioritize teaching executive function skills<ul style="list-style-type: none">▪ Study - agendas▪ Systems - homework |



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|----------|--|
| | <ul style="list-style-type: none">○ Have students stay in multi-grade homeroom with same teachers for four (4) years of high school to build community and relationships [Advisory]○ Looping in elementary school - this is a student-centered strategy that is evidence-based○ We want strategies to include a focus on student engagement○ Lower student/adult ratios to build relationships (+100)○ Systems of support for student concerns if they feel not included● Revisions<ul style="list-style-type: none">○ Strategy 5<ul style="list-style-type: none">▪ Add student "opt-in" to evidenced based curriculum▪ Shouldn't name specific practices to avoid "fads"○ Strategy 3: Provide comprehensive counseling and mental health services and resources |



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Strategic Priority 3: Student Centered Workforce

APS will support and invest in a culture that attracts and retains skilled, talented, and effective staff committed to student success and well-being.

| Performance Objective | Strategies |
|--|---|
| 1. By 2024, at least 70% of APS staff will respond favorably that opportunities for professional learning meet their needs, as indicated on the Your Voice Matters survey. (PO-EW-1) | 1. Recruit, retain, and advance high-quality employees. (S-EW-1) 2. Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members. (S-EW-2) 3. Grow and develop current and future high-quality leader/managers. (S-EW-3) |
| 2. By 2024, APS staff will respond at the 75th percentile or better on staff engagement and climate, as indicated by the Your Voice Matters survey. (PO-EW-2) | 4. Develop integrated approaches that promote employee health and wellness. (S-EW-4) 5. Establish intentional and focused recruitment and retention efforts to bolster a diverse workforce. (S-EW-5) |
| 3. By 2024, all staff participate in training that meets or exceeds industry standards for their position. (PO-EW-3) | 6. Recruit, retain, and advance high-quality employees. (S-EW-1) 7. Provide growth opportunities by implementing a competency-based professional learning and evaluation framework inclusive of all staff members. (S-EW-2) 8. Grow and develop current and future high-quality leader/managers. (S-EW-3) 9. Ensure leader/managers have access to high-quality workforce data. (S-EW-6) |

BRAINSTORMING

| Performance Objectives | Strategies |
|---|--|
| <ul style="list-style-type: none"> Evaluate professional learning/professional development for efficiency → reduce APS mandated PD/PL if not effective → double effect | <ul style="list-style-type: none"> Compensation <ul style="list-style-type: none"> Incentive pay for Title 1 schools (teachers/staff) |



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| Performance Objectives | Strategies |
|--|--|
| <ul style="list-style-type: none">• Highly qualified teacher in each classroom• [Implement] Student evaluations of teachers• Student voice/feedback on teachers and classes• Retention rate | <ul style="list-style-type: none">• Engagement, Retention, Promotion<ul style="list-style-type: none">○ Skill set matches student needs○ In-house talent development○ Career advancement pathways - Assistant to teacher internships○ Teachers feel afraid of repercussions if they speak out on issues or concerns• Evaluation<ul style="list-style-type: none">○ Teacher evaluation: Reward and recognize high performance• Calendar that facilitates teacher/staff professional growth<ul style="list-style-type: none">○ Calendar structures to support this [early release time]○ More lesson planning time for teachers○ More early release time for teachers• Professional Development/Learning<ul style="list-style-type: none">○ Professional development/professional learning driven by staff "choice" when possible○ High level professional learning (pertinent to students' needs)○ Focused professional learning on staff's needs• Recruitment<ul style="list-style-type: none">○ Teachers [demographics] that reflect student body○ Recruit top notch teachers that have both teaching and SEL credentials○ High quality talent recruiting• Syphax available to teachers out of school hours |



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STRATEGIC PRIORITY 3: STUDENT CENTERED WORKFORCE

ASSESSMENT OF PERFORMANCE OBJECTIVES

| PLUS (+) | DELTA (Δ) |
|--|--|
| ALIGNMENT | |
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Strategies need better alignment to Performance Objectives • All strategies related to training/professional development should be aligned to % of high quality teachers • These [Performance Objectives] are all about perception - not [an] impact on outcomes |
| CLARITY AND COMPREHENSIBILITY | |
| <ul style="list-style-type: none"> • Performance Objective #2 <ul style="list-style-type: none"> ○ Exit survey of teachers is publicly reported | <p>General Feedback</p> <p>“Training is unclear - There are compliance trainings and there is professional learning. These are separate.</p> <p>Performance Objective #1 and #3 are pretty much the same around training - Need better clarity</p> <p># of hours for staff to get back to HR to support admin/teachers (minimum SLA)</p> <p>Performance Objective 1 and/or 3</p> <p>Clarify professional learning beyond VDOE being T-scale driven when applicable</p> <p>Performance Objective 1 and/or 2</p> <p>Clarify/ensure no repercussion from survey participation</p> |



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| PLUS (+) | DELTA (Δ) |
|---|---|
| OMISSIONS/REVISIONS/DELETIONS | |
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Omissions <ul style="list-style-type: none"> ○ Diversity of Staff: Employee/Teacher/Leader Demographics <ul style="list-style-type: none"> ▪ Staff demographics mirror student body demographics ▪ Diverse workforce ○ Retention of Staff/Teachers <ul style="list-style-type: none"> ▪ Retention rates ▪ Compensation ▪ Teachers respond positively to surveys about school culture ▪ Support from the Division/Syphax <ul style="list-style-type: none"> • Syphax supports schools subbing requirements • Staff perceptions of supports by APS ○ Recruitment [of Staff/Teachers/Leaders] <ul style="list-style-type: none"> ▪ Need recruitment objective |

STRATEGIC PRIORITY 3: STUDENT CENTERED WORKFORCE

ASSESSMENT OF STRATEGIES

| PLUS (+) | DELTA (Δ) |
|---|--|
| ALIGNMENT | |
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Strategy #2 <ul style="list-style-type: none"> ○ Strategy #2 |



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| PLUS (+) | DELTA (Δ) |
|--|--|
| | <ul style="list-style-type: none"> ○ Align “professional learning framework” with “t-scale evaluation process & standards” |
| CLARITY AND COMPREHENSIBILITY | |
| <ul style="list-style-type: none"> • Strategy #4 <ul style="list-style-type: none"> ○ Promote health and wellness - opportunities for this have increased | <ul style="list-style-type: none"> • Strategy #1 <ul style="list-style-type: none"> ○ Clarity for “advance” high-quality employees ○ What does “high-quality” mean and how is it measured within YVM [Your Voice Matters] • Strategy #2 <ul style="list-style-type: none"> ○ Clarify how professional learning strategy provides for student centered workforce [new strategic priority] • Strategy #4 <ul style="list-style-type: none"> ○ Clarity about integrated approaches that promote employee health and wellness • Strategy #5 <ul style="list-style-type: none"> ○ Clarify recruitment and retention strategies • Strategy #8 <ul style="list-style-type: none"> ○ Clarity beyond PL/PD - how are we growing/developing high-quality leaders/managers • Strategy #9 <ul style="list-style-type: none"> ○ What does “managers have access to high quality workforce data” mean? |
| OMISSIONS/REVISIONS/DELETIONS | |
| | <ul style="list-style-type: none"> • Strategy #1 <ul style="list-style-type: none"> ○ How do we define “high-quality” teachers? What is the measure. Their students perform better on tests? These teachers are bringing something different to the table. |



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|----------|--|
| | <ul style="list-style-type: none">• Omissions<ul style="list-style-type: none">○ Teacher evaluation - better systems for rewarding effective teachers○ Pay premium for additional skills, certifications○ [Provide] recruitment training○ Budget prioritizes student-facing [staff]○ [Assess] new initiatives based on cost, time to implement, and effectiveness○ APS funding needed for National Board Teachers who do not qualify for the VDOE incentive award |



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Strategic Priority #4: Operational Excellence

APS will plan and implement efficient, effective, and sustainable system-wide operations to support the success of our students, staff, and community.

| Performance Objective | Strategies |
|--|--|
| <ul style="list-style-type: none"> PO-Organizational operations will continuously improve their effectiveness as measured by identified KPIs. (PO-OE-1) | <ul style="list-style-type: none"> Manage available resources equitably. (S-OE-1) Provide high-performance learning and working environments that support Universal Design for Learning standards. (S-OE-2) Identify and redesign or eliminate inefficient services. (S-OE-3) Use long-term and systematic processes to ensure academics and operations are financially sustainable. (S-OE-4) Systematically improve the quality of organizational operations. (S-OE-5) |

BRAINSTORMING

| Performance Objectives | Strategies |
|---|--|
| <ul style="list-style-type: none"> [Measurable outcomes for] People + focused supportive operations Effective operations High-quality customer service | <ul style="list-style-type: none"> Audit of data and data source Collaboration with County Government <ul style="list-style-type: none"> Public collaboration with county - including the bussing of students (ART) Customer service <ul style="list-style-type: none"> Accountability with marketing, SCR, timelines, 24-48 hour response times to/from all staff to each other and families Financial Transparency <ul style="list-style-type: none"> Budget transparency Transparent information on the money Facilities and Construction |



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| Performance Objectives | Strategies |
|------------------------|---|
| | <ul style="list-style-type: none"> ○ More collaboration space for programs ○ Planning and cycle of determining capital/building needs ○ Sustainable - best practices followed for construction ○ Effective planning - e.g., correct priority of seats (HS vs. ES, etc.) ● Focus on what we have - bettering that - rather than look for the next best thing ● Give school building staff a seat at the table (decision makers) ● Stakeholder Satisfaction/Working Conditions <ul style="list-style-type: none"> ○ Systems for employees to provide feedback for supervisors/admin etc (not only teachers) - (+1) ● Student-centered mentality [of operations] ● Equitable distribution of resources <ul style="list-style-type: none"> ○ Supportive operations based on level of needs ○ Prioritizing services based on level of needs ● Human Resources <ul style="list-style-type: none"> ○ Staffing studies for scales other than t-scale |

STRATEGIC PRIORITY 4: OPERATIONAL EXCELLENCE

ASSESSMENT OF PERFORMANCE OBJECTIVES

| PLUS (+) | DELTA (Δ) |
|---|---|
| ALIGNMENT | |
| <ul style="list-style-type: none"> ● Some of indicators align with student-centered workforce better | <ul style="list-style-type: none"> ● General Feedback <ul style="list-style-type: none"> ○ Centralize where the KPIs are listed - 1 report |



Use criteria in the yellow table to review and assess the current strategies as laid out in the 5 tables using the +/-Δ tool.

| PLUS (+) | DELTA (Δ) |
|---|--|
| CLARITY AND COMPREHENSIBILITY | |
| <ul style="list-style-type: none">Performance Objective #1 is vague | <ul style="list-style-type: none">General Feedback<ul style="list-style-type: none">Reduce or demystify the alphabet soup of APS (i.e., PRC, ACTL, ASEAC, SCR, SRO, SEL...)% of KPIs should be more specificInformation to assist teacher program should be easier to find (provide mentors)Clearly state what will be measured for KPIs |
| OMISSIONS/REVISIONS/DELETIONS | |
| | <p>Omissions</p> <ul style="list-style-type: none">Target 2 services redesigned or eliminated each school yearFacilities<ul style="list-style-type: none">Percentage of closed buildings & facilities on timeEvidence of long-term planning (could also refer to finance/budget)Include environmental sustainability component to building, maintenance, and operationsFinance<ul style="list-style-type: none">Budget 1-pagerFunds are tracked/traced/reportedSchool Nutrition<ul style="list-style-type: none">Add quality of food/nutritionTransportation<ul style="list-style-type: none">On-time bus arrival and drop-offSchool safety and securityHuman Resources |



Use criteria in the yellow table to review and assess the current strategies as laid out in the 5 tables using the +/- tool.

| PLUS (+) | DELTA (Δ) |
|----------|--|
| | <ul style="list-style-type: none"> ○ Timeframe for responses from HR within 24-48 hours with a solution or next steps/ ticket system/accountability ○ # of hours HR takes to reply to teachers ○ # of days to onboard new staff ● KPI - OE1-j should be added to “student-centered workforce” (strategic priority 3) |

STRATEGIC PRIORITY 4: OPERATIONAL EXCELLENCE

ASSESSMENT OF STRATEGIES

| PLUS (+) | DELTA (Δ) |
|---|---|
| ALIGNMENT | |
| <ul style="list-style-type: none"> ● | <ul style="list-style-type: none"> ● Strategies need more relation [alignment] to objectives |
| CLARITY AND COMPREHENSIBILITY | |
| <ul style="list-style-type: none"> ● | <ul style="list-style-type: none"> ● Strategy #1 <ul style="list-style-type: none"> ○ Available + planed or projected ● Strategy #2 <ul style="list-style-type: none"> ○ Define high performance learning and working environments ● Strategy #3 <ul style="list-style-type: none"> ○ Clarify how we would know a service is inefficient |
| OMISSIONS/REVISIONS/DELETIONS | |
| <ul style="list-style-type: none"> ● | <ul style="list-style-type: none"> ● Omissions <ul style="list-style-type: none"> ○ Finance/Human Resources |



Use criteria in the yellow table to review and assess the current strategies as laid out in the 5 tables using the +/- tool.

| PLUS (+) | DELTA (Δ) |
|----------|--|
| | <ul style="list-style-type: none">▪ School budgets based on student needs/planning factors○ Facilities/Planning/Construction<ul style="list-style-type: none">▪ Transparent and clear processes for evaluating facilities and prioritizing improvements▪ Have a system and timeline to review buildings for renewal and renovation |



Use criteria in the yellow table to review and assess the current strategies as laid out in the 5 tables using the +/- tool.

Strategic Priority #5: Student, Family, and Community Partnerships

APS will strengthen and develop partnerships built on trust with students, families, community members, organizations, and local government to support student learning.

| Performance Objective | Strategies |
|--|--|
| <ul style="list-style-type: none"> By 2024, at least 90% of APS families will respond favorably on student and family engagement on the Your Voice Matters survey results. (PO-P-1) | <ul style="list-style-type: none"> Provide training and resources for staff and families to create meaningful partnerships that support student success and well-being. (S-P-1) Partner with local, state, and national businesses, organizations, and governments to support a variety of learning experiences. (S-P-2) Partner with advisory committees, nonprofits, and other local organizations to strengthen engagement with all families and provide wrap-around services to students including healthcare, nutrition, academic, and social and emotional supports. (S-P-3) Build a comprehensive structure for defining strategic partnerships, setting expectations, monitoring performance, and measuring quality. (S-P-4) |

BRAINSTORMING

| Performance Objectives | Strategies |
|---|---|
| <ul style="list-style-type: none"> Family engagement satisfaction Establish partnerships with community organizations | <ul style="list-style-type: none"> Students <ul style="list-style-type: none"> Student cabinet (+3) DHHS/BIS integration for students in students Families <ul style="list-style-type: none"> Robust feedback opportunity for policy changes IEP conversations? Community Partners <ul style="list-style-type: none"> Demystify and widely publicize resources from partners |



Use criteria in the yellow table to review and assess the current strategies as laid out in the 5 tables using the +/- tool.

| Performance Objectives | Strategies |
|------------------------|---|
| | <ul style="list-style-type: none"> ○ Check out “kindred communities” – non-profit that supports cross-roll collaborations • District <ul style="list-style-type: none"> ○ Transparent decision making (e.g., Board discussions not hidden in 2 by 2s) ○ High-quality communication differentiated ○ Larger ongoing community forums (support groups) on dedicated topics - targeted resources to support families ○ Communicate the existence of FACE to schools that don’t know/don’t have it ○ FACE program |

STRATEGIC PRIORITY 5: STUDENT, FAMILY, & COMMUNITY PARTNERSHIPS

ASSESSMENT OF PERFORMANCE OBJECTIVES

| PLUS (+) | DELTA (Δ) |
|--|---|
| ALIGNMENT | |
| <ul style="list-style-type: none"> • Your voice matters does align to performance objective – significant time and resources go into the execution and analysis of YVM each year is not feasible • This objective aligns with the current plan (Would suggest APS encourages more families to complete the survey) | <ul style="list-style-type: none"> • Performance Objective no aligned – YVM = 2 years apart means an imperfect measure |



Use criteria in the yellow table to review and assess the current strategies as laid out in the 5 tables using the +/-Δ tool.

| PLUS (+) | DELTA (Δ) |
|---|--|
| CLARITY AND COMPREHENSIBILITY | |
| <ul style="list-style-type: none"> • Performance Objective is clear with a measurable goal and data source | <ul style="list-style-type: none"> • Clarify what the YVM is intended to measure [potentially specific questions] • Not clear - connection between performance objective and priority is too vague • Clarify with partners how YVM results are used and define impact |
| OMISSIONS/REVISIONS/DELETIONS | |
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Omissions <ul style="list-style-type: none"> ○ Measurable goals on feedback for policy changes and new initiatives like we did for the Strategic Plan ○ Positive evaluations by partners ○ Student trust needs a metric and aligned strategies ○ We want to see more metrics and make them more measurable (e.g., each teacher completes 20 home visits) ○ YVM does not measure partnership ○ YVM does not measure how student learning is supported ○ Need more objectives that speak to the strategies |



Use criteria in the yellow table to review and assess the current strategies as laid out in the 5 tables using the +/- tool.

STRATEGIC PRIORITY 5: STUDENT, FAMILY, & COMMUNITY PARTNERSHIPS

ASSESSMENT OF STRATEGIES

| PLUS (+) | DELTA (Δ) |
|--|---|
| ALIGNMENT | |
| <ul style="list-style-type: none"> • Strategies are aligned with the Performance Objective (+1) | <ul style="list-style-type: none"> • Strategies need strategies |
| CLARITY AND COMPREHENSIBILITY | |
| <ul style="list-style-type: none"> • Strategy #2/3 <ul style="list-style-type: none"> ○ Like the partner strategy | <ul style="list-style-type: none"> • What types of partnerships? • How does community partnerships relate with the rest - more clarity on that |
| OMISSIONS/REVISIONS/DELETIONS | |
| <ul style="list-style-type: none"> • | <ul style="list-style-type: none"> • Omissions <ul style="list-style-type: none"> ○ Streamline process for recruiting and vetting volunteers at the central level ○ Strategies include more relations than objective ○ Grants department/ staff member to facilitate [search for/apply, etc.] state and national grants (no grants department) ○ None of the strategies are school-based, which is surprising since the school house is the primary place families engage ○ Intentional recruitment to fill roles for ACTL and committees ○ Promoted recruiting of aspiring educators (through website, universities, etc.) |