MEETING START-UPS

Arlington Public Schools

EVERY STUDENT COUNTS

- **Review** meeting start-ups and address feedback,
- **Review, feedback,** and **evaluate** 2nd Draft Implementation and Monitoring elements from
  - Student Academic Growth and Success
  - Student Well-Being
- **Review, feedback,** and evaluate 2nd Draft Implementation and Monitoring elements from
  - Student-Centered Workforce
  - Operational Excellence
  - Student, Family, and Community Partnerships
- **Preview** the May 8, 2024 Steering Committee meeting,
- **List** next steps, and
- **Evaluate** our meeting.

EVERY STUDENT COUNTS

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

Meeting Start-Ups	10 minutes
DRAFT 2: Implementation and Monitoring Elements • Student Academic Growth and Success	20 minutes
DRAFT 2: Implementation and Monitoring Elements • Student Well-Being	20 minutes
BREAK – 10 minutes	
DRAFT 2: Implementation and Monitoring Elements • Student-Centered Excellence	20 minutes
DRAFT 2: Implementation and Monitoring Elements • Operational Excellence	20 minutes
DRAFT 2: Implementation and Monitoring Elements • Student, Family, and Community Partnerships	20 minutes
Preview May 8, 2024 Steering Committee Meeting	5 minutes
Next Steps and Evaluation	5 minutes

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.

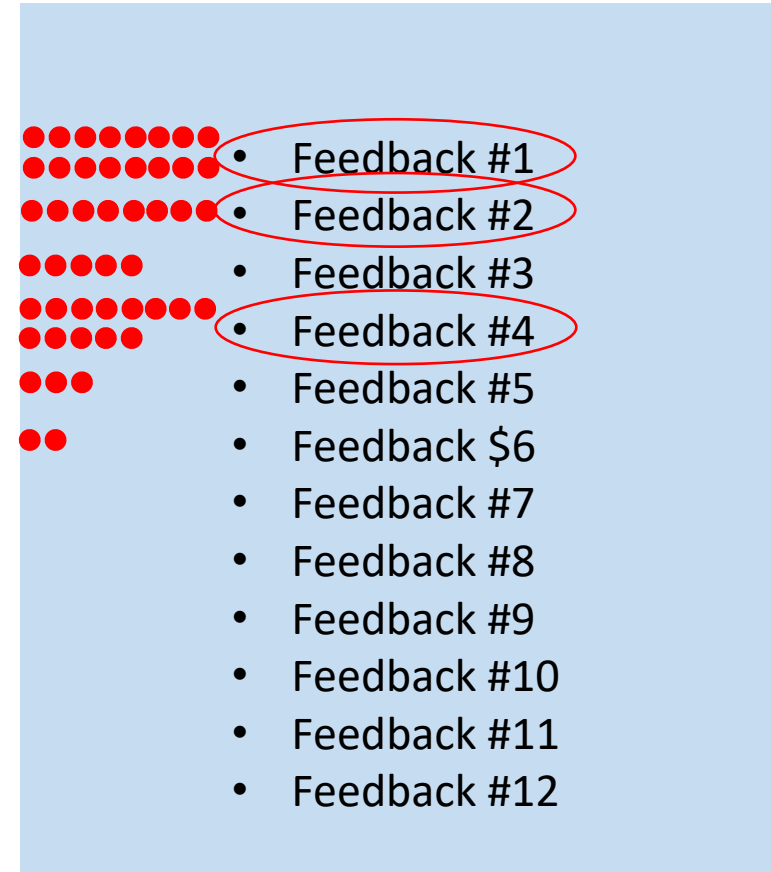| PLUS (+)	DELTA (Δ)
• Slides in advance • Calendar invite • Facilitation • Gratitude to the leaders who have provided context. The vulnerability they shared with us.	• Check emails for all sc members • Presenters in person • Have a few more presenters for each of these – HR, F&O, etc. • How do we think about the data we collect now to help us think long-term (thinking about being more proactive) • Be respectful and mindful of other people's opinions – don't discount what others say on its face

Feedback from Steering Committee	Incorporation into Implementation and Monitoring Draft
Strategic Priority 1: Performance Objectives Need Ambition	Performance Objective #2: By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading. (KPIs organized by students scoring in high, median, and low levels of achievement)
All Strategic Priorities: Strategies are sometimes duplicative – what is different to see different results	Draft 2 sought to create strategies in each priority area and across priority areas that were mutually exclusive and not duplicative.
Strategic Priority 2: Safety was a theme in our fall feedback but it is not included	New Performance Objective Added: By 2030, XX% of students will report feeling safe at school as measured by XX% of students responding favorably to YVM category School Safety.
Strategic Priority 2: Develop a Performance Objective to focus on Positive Student Experience	New Performance Objective: By 2030, APS students will have a positive school experience to include a climate of trust and relationships as evidenced by at least 80% of students responding favorably to the YVM categories School Climate and Student Social, Emotional, Mental Health and SEL survey category Self-Management.

PURPOSE: Ensure that the feedback we are receiving from the steering committee is representative of all steering committee members and the groups they represent.

PROCESS:

- Each table group will **select a FACILITATOR**

- **Each table member will serve as a REPORTER** at least once each round

- Facilitator will **ensure that each member of the table group contributes** feedback for the table group to consider and to report out to the larger group for each Strategic Priority.

- **Each member of each group will REPORT at least once** during the feedback for each Strategic Priority

  - Feedback will **not include duplicates**. If an item has already been said by another group, select another idea from your team to report.

- Feedback will be documented for each Implementation and Monitoring team **reflecting the feedback items with the highest level of energy** for each Strategic Priority

Arlington Public Schools

EVERY STUDENT COUNTS

- **3 minutes**
  - Silently review the information for the Strategic Priority: **Student Academic Growth and Success**

- **15 minutes**
  - In table groups, discuss feedback on the implementation and monitoring elements for **5 minutes**
    - Table Facilitator will solicit and record responses from **EACH TEAM MEMBER**
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- **2 minutes**
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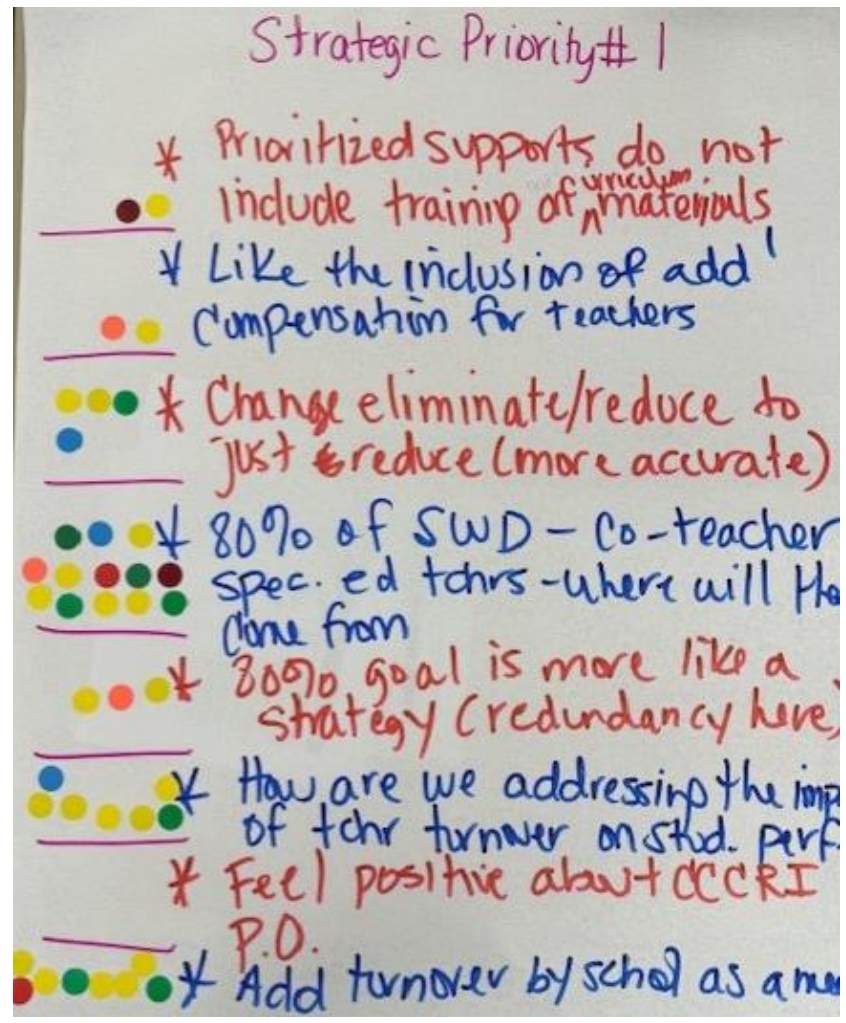
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THE **HIGHEST 3-5 AREAS OF FEEDBACK** IN EACH STRATEGIC PRIORITY AREA WILL BE FORWARDED TO THE STEERING COMMITTEE

Student Academic Growth and Success

	APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to eliminate opportunity and achievement gaps.			
Performance Objectives	By 2030, at least 85% of APS students meet/exceed proficiency on VA SOLs; reporting groups meet/exceed APS targets toward closing gaps	By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading	By 2030, at least 80% of students with disabilities will have consistent access to general education curriculum by spending 80% or more of school day in a general education setting alongside their non-disabled peers, at all levels	By 2030, at least 95% of graduating students will have met at least one of the College, Career, Civic Readiness Indicators (CCCRI).
Strategies	• Deliver APS adopted curriculum aligned to VA SOLs • Professional learning to teachers and instructional assistants to improve the performance of all students with a deliberate focus on historically marginalized groups • Structures to build collective efficacy • Teacher incentives at high-turnover schools • Increase co-taught sections of classes.	• Implement Science of Reading strategies and curriculum • Personalize math and reading instruction to meet diverse needs of all learners • Provide accelerated learning opportunities • Use systems to Inform, encourage, monitor enrollment in secondary intensified classes proportional to student enrollment	• Master schedule approaches that enable co-teaching and co-planning • Co-planning and co-teaching strategies to scaffold rigorous instruction	• Implement career interest inventories by beginning of 7th grade • Regular, at least annual, academic counseling beginning in middle grades • Develop and implement Inclusive career pathways for all students • Provide variety of learning opportunities to align knowledge, skills, and personal interests
Key Performance Indicators	% of all students and historically marginalized groups passing Gr. 3 Reading, Gr. 8 Reading, Gr. 11 Reading, Science, Math, Social Studies	% students meeting growth targets in Reading and Math on NWEA MAP Growth % elementary students meeting DIBELS growth targets	% of students with disabilities who spend at least 80% or more of the school day in a general education setting	% of graduating students who achieved CCCRI by student reporting group

Strategic Priority 1
Student Academic Growth and Success

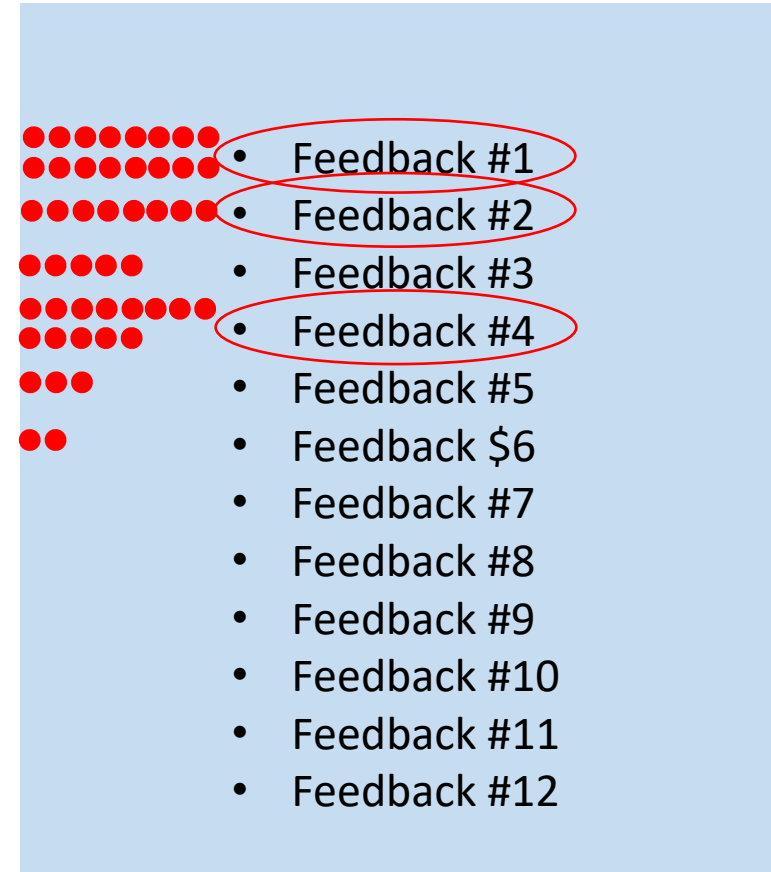| # Prioritizing	Feedback
13	80% of Students with disabilities PO includes co-teaching with special education teachers – where are these teachers going to come from? – should be included if this is going to be prioritized
8	Add turnover by school as a part of the measure
7	How are we addressing the impact of teacher turnover on student performance
4	Change "eliminate"/"reduce" to just reduce bias – it is more accurate to say this (bias can't be eliminated)
3	80% goal is more like a strategy – represents redundancy in the plan)
2	Prioritized supports do not include training of classroom materials and resources
2	Like the inclusion of additional compensation for teachers

Structured, Equity Feedback

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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	Key Performance Indicators
	By 2030, APS students will have a positive school experience as evidenced by at least 80% of students responding favorably to YVM categories School Climate and Student Social, Emotional, Mental Health and SEL survey category Self-Management	• Evidence-based, culturally responsive materials to help students maintain and/or improve their physical, social, emotional, and mental health • Identify/train staff on evidence based SEL curriculum • Ensure students have one school-based adult who support and encourage their academic and personal growth • Increase student access to nature	% students responding favorably to YVM Social, Emotional, Mental Health (Gr. 4-5, 6-12), School Climate (Gr. 4-5, 6-12), SEL survey - Self-Management (Gr. 3-5, 6-12)
	By 2030, APS will reduce chronic absenteeism at all schools so that no more than 8% of students are chronically absent and reduce over-representation of student groups (race/ethnicity, SWD, EL) to no more than 5% based on group's enrollment.	• Develop/implement a tiered system of support and evidence-based strategies to improve attendance (train staff, identifying challenges/barriers and implementing interventions for specific groups) • Develop consistent, regular two-way communication about services/supports available to students/families to address challenges impacting attendance	% of students who are chronically absent overall and by student reporting group and school
	By 2030, APS will reduce suspensions for all students by 50% and reduce over-representation of student groups based on race/ethnicity, SWD, and ELs to no more than 5% based on the group's enrollment.	• Implement evidence-based restorative practices to repair harm, empower students to resolve conflict, support strategies that prioritize attendance • Provide training/support to educators to implement equitable/ consistent beh. management strategies (core classroom expectations/ processes, early interventions, restorative practices, approaches individualized to classrooms	-% suspensions relative to % student pop by student reporting group -% risk of student groups being suspended compared to peers by student reporting group
	By 2030, identify all gaps in belonging/connectedness for LGBTQ+ students and increase sense of belonging and reduce risk behavior by X%.	• Develop reliable & confidential data sources for LGBTQ+ reporting to improve belonging, reduce risk behavior • Provide evidence-based professional learning to staff on strategies to enhance LGBTQ+ sense of belonging and connectedness • Provide forums by student groups to improve connectedness and belonging	-% of LGBTQ+ students responding favorably to YVM school climate question around "sense of belonging" (4-5, 6-12) -APS staff still developing a KPI to measure risk behaviors
	By 2030, XX% of students will report feeling safe at school as measured by X% of students responding favorably to YVM category School Safety	• Communicate/ improve tiered behavioral interventions • Assess/improve school-based processes for proactive behavioral instruction and interventions • Continue to enhance threat assessment process • Create and maintain a culture of trust and relationships where concerns are reported	# bullying incidents by student reporting group; # threat assessments; # of serious incidents; % students responding favorably to YVM category School Safety

4.8.24 Strategic Priority #2 ①
* Chronic absenteeism → annual metrics based on current absenteeism and include tracking
* Climate → Part. in extra-curricular is an indicator of belonging and its not included
* P.O. for LGBTQ+ students → Changed narrowly to belonging - not encompassing of full needs of LGBTQ+ students (safe, seen, supported, physical needs/facilities)
* Absenteeism - separate strategies for secondary from elementary
* Positive scn exp. → strategy related to nature is not clear - biophilic what/why of the strategy/env.
* Strategy of away for the day devices

* Class attendance is equally important as daily attendance
* Lead'ing ind. rely heavily on surveys
* surveys don't feel or are not anonymous impact resp. rates
* nothing in well-being about class size - all other that. are add-ons
* rest. practices should be aligned c̄ bullying P.O.
* LGBTQ+ P.O. does not include the same areas as the Priority area
* Explicit strategy about what creates well-being/wellness for students
* Safety P.O. should include strategies for infrastructure, staff, facilities

③ /
* Strategies to address suspensions should be aligned for reasons for suspensions (assume all conflict based)
* tracking classroom discipline referrals
* Employ community services as a strategy to reduce suspension

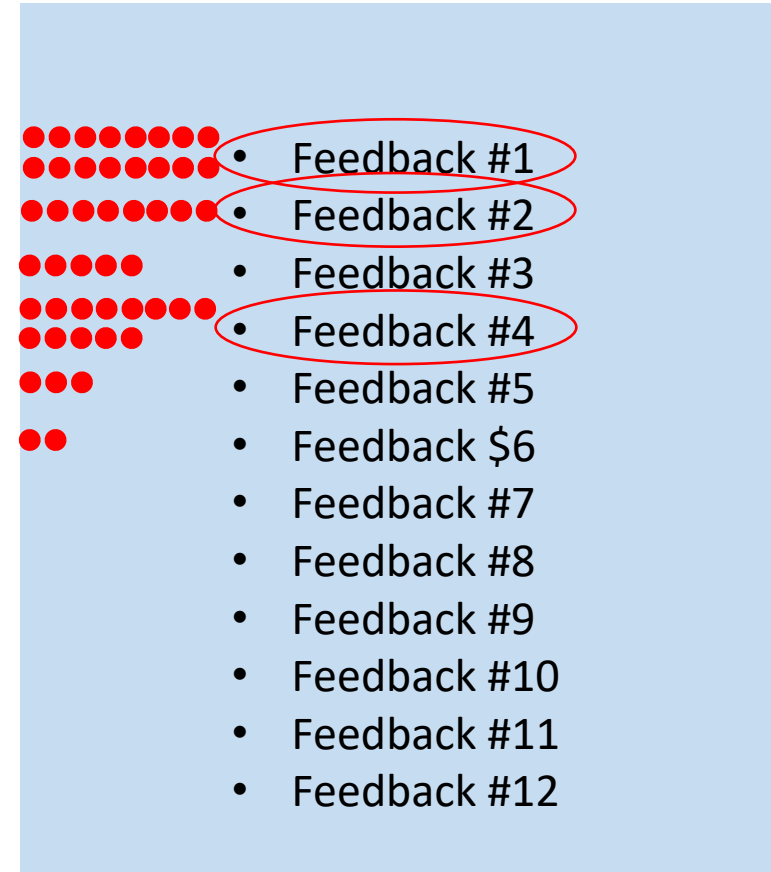| # Prioritizing	Feedback
7	Climate – participate in extra-curricular is an indicator of student perceptions of belonging and it is not included
7	Safety performance objective should include strategies for infrastructure, staff, facility resources
7	Include as a measure – tracking discipline referrals
6	Absenteeism – separate strategies for elementary (more parent/family focused) and secondary that address the root causes of absenteeism at those respective levels
6	Nothing in well-being about class size – all other strategies are add ons
5	Chronic absenteeism – need annual metrics based on current absenteeism by school (since it is so unique to each school) and include a mechanism to track
5	Class attendance is equally as important as daily attendance (should be included)
4	Performance Objective for LGBTQ+ students was changed narrowly to only include belonging and it is not encompassing of all of the components of the strategic priority description (safety, seen, supported, physical needs met, facilities inclusive, etc.)
4	Strategy of "away for the day" related to electronic devices should be included
4	Strategies to address suspensions should be aligned to the reasons for the suspensions – there is an assumption that all suspensions are conflict based which may not be the case
3	Surveys don't feel or are not anonymous which impacts response rates
3	Restorative practices should be aligned in the bullying performance objective
2	Positive school experience – the strategy related to nature is not clear (biophilic) – the what and why of the strategy should be incorporated
2	Employ community services as a strategy to reduce suspension
1	Explicit strategy for students to help them develop their own wellness and well-being
0	Leading indicators are heavily reliant on surveys
0	LGBTQ+ Performance objective does not include the same areas as in the priority description

Structured, Equity Feedback

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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 Objectives	Strategies	Key Performance Indicators
	By 2030, XX% of all staff will respond favorably that professional learning improved their professional practice, by employee scale.	• Develop vision and definition of quality professional learning in APS • Develop and implement competency-based professional learning and evaluation framework • Incorporate evidence-informed recruitment, retention, and development practices to advance a quality, diverse, workforce • Develop and sustain multiple professional learning pathways to advancement	% school-based & all staff responding favorably to YVM/Frontline survey question that school-based/division-wide PL improved professional practice
	By 2030, APS staff will respond favorably to their workplace climate by XX% and staff engagement by XX% on the Your Voice Matters survey.	• Prioritize time spent on students and student learning • Develop/implement integrated HR initiatives that enable student-centered, inclusive climate, promote employee health and wellness • Employee reward and recognition processes aligned to APS strategic plan • Two-way communication system to build understanding, collaborate, raise/resolve concerns, aligned to division strategic plan priorities	% staff responding favorably to the YVM category Engaged Workforce: Staff Engagement & Workplace Climate
	By 2030, APS will retain at least 93% of staff to maintain continuity, improve student achievement, ensure human resources prioritized on school progress.	• Study, develop, and implement competitive total rewards package to recruit & retain HQ staff in all scales. • Engage staff in providing input, feedback, and continuous improvement of APS employee total rewards package • Implement structures to include staff in decision making for the improvement of learning and operations in APS. • Study/ analyze innovative staffing models	% of staff responding favorably to YVM Engaged Workforce: Compensation and Benefits & Employee Voice; % of staff retention by employee scale
	By 2030, XX% of staff will report feeling safe at their workplace as measured by XX% staff responding favorably to YVM category Safety.	• Foster a positive school climate that promotes respect, inclusivity, and conflict resolution. • Create/maintain a culture of trust and relationships (staff, families, and administration) where concerns are reported and addressed. • Empower staff to implement tiered behavioral interventions to identify/eliminate root causes of serious behaviors; connect students to resources and supports to reduce and eliminate behaviors that pose safety risks.	% of staff responding favorably to YVM category Operational Excellence: Safety

STUDENT-CENTERED WORKFORCE
Feedback

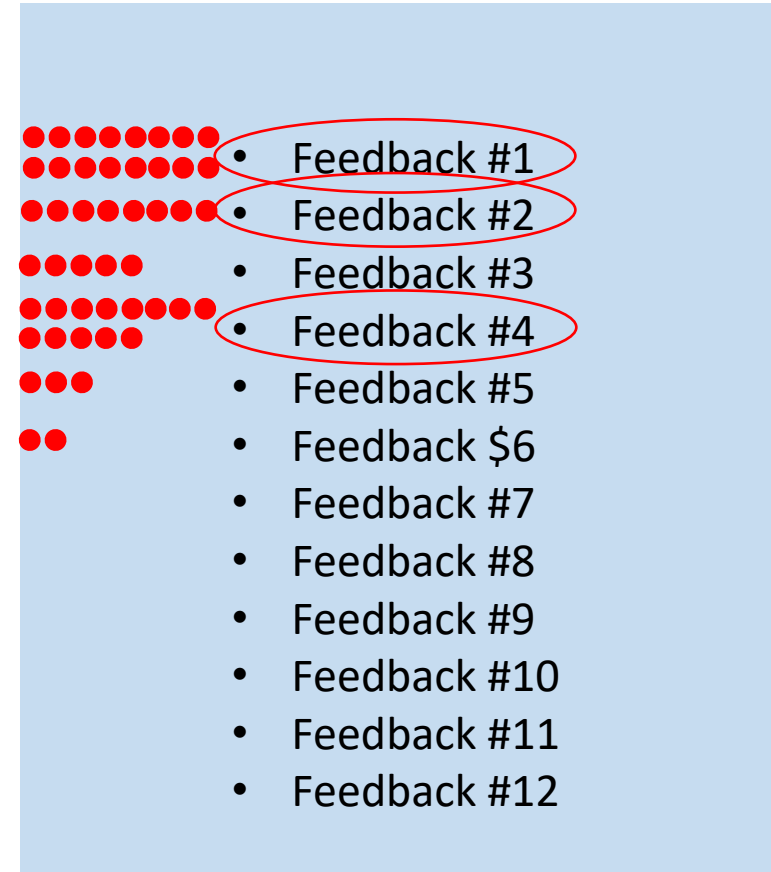| # Prioritizing	Feedback
11	No grow your own strategies (pathways to the profession with existing staff like paraprofessionals and students). The leading indicator is not clear – make it measurable
10	No mention of reduction of class size (reducing the student:teacher ratio)
8	Include a way to measure whether professional learning is impacting student learning
7	Retention performance objective is great – there needs to be a measure related to filling positions in a timely manner (i.e., starting the school year with XX% of teaching positions filled)
6	Nothing about improving human resources is included – processes and a lack of measures, resolving issues for teachers, response times (turning around the resolution for issues)
6	Missing a strategy about investing in school leaders' development
5	Balance the professional development for school and central office vs. central office taking priority
3	How will recruitment/retention package be leveraged – there shouldn't only be a reliance on compensation – need other strategies as well
2	Focus on internal and external customer service (i.e., Arlington County government – Arlington Cares)
2	Staff safety does not include physical safety
1	3rd performance objective, last bullet – not clear – what is "new uses" regarding the staffing model?
1	Showing/reporting staff by distance from students (prioritizing student-facing staff) – consider reporting retention rates based on the distance from students
0	How is the school-level vision for professional development incorporated
0	There is an over-reliance on surveys
0	Rephrase the performance objective as an increase each year vs. an overall goal
0	Professional development from central office is actually department based

PLEASE RETURN IN 10 MINUTES

BREAK

2024-2030 IMPLEMENTATION AND MONITORING DRAFT 2

Operational Excellence

Structured, Equity Feedback
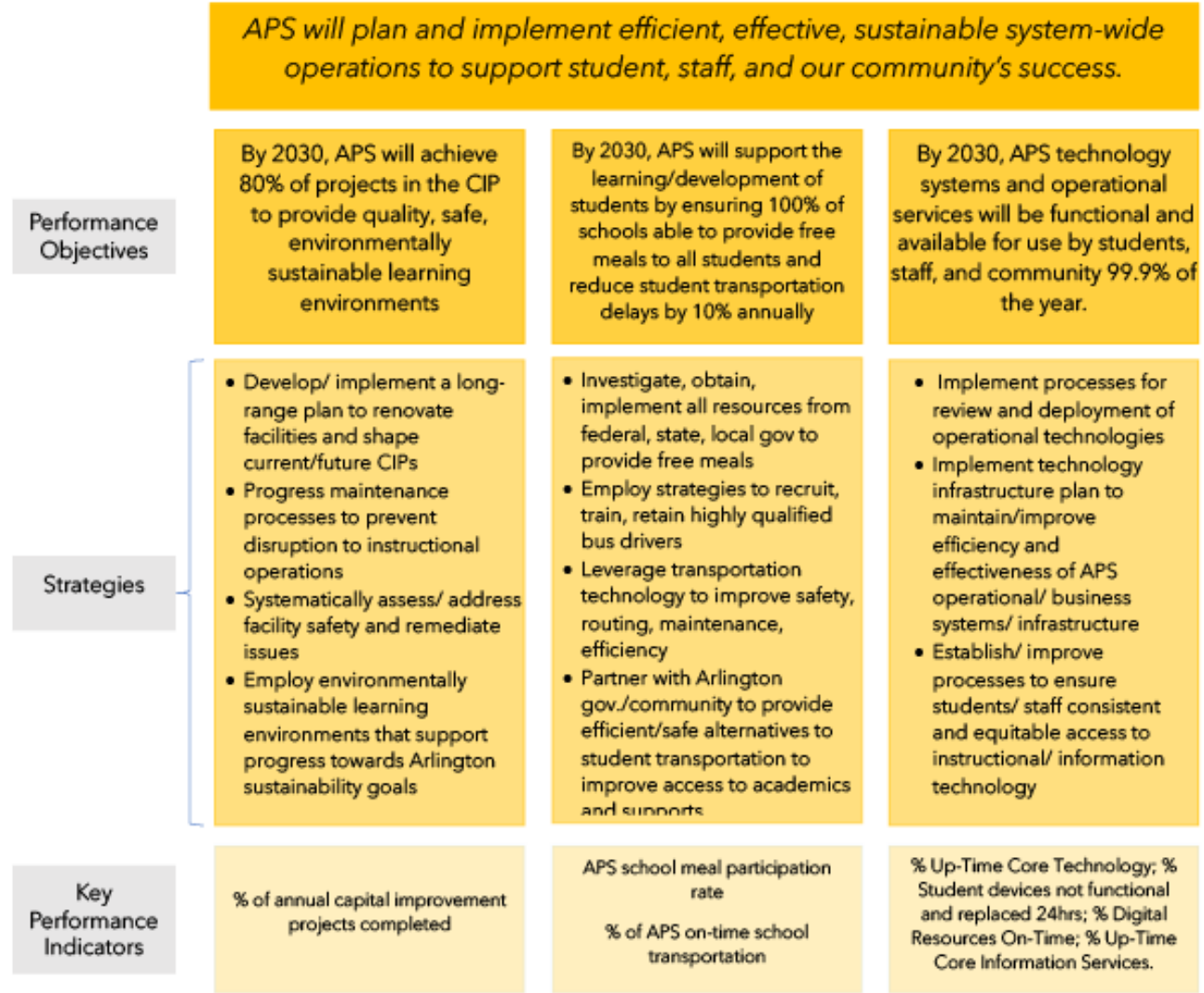
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Operational Excellence

APS will plan and implement efficient, effective, sustainable system-wide operations to support student, staff, and our community's success.

Performance Objectives	By 2030, APS will achieve 80% of projects in the CIP to provide quality, safe, environmentally sustainable learning environments	By 2030, APS will support the learning/development of students by ensuring 100% of schools able to provide free meals to all students and reduce student transportation delays by 10% annually	By 2030, APS technology systems and operational services will be functional and available for use by students, staff, and community 99.9% of the year.
Strategies	• Develop/ implement a long-range plan to renovate facilities and shape current/future CIPs • Progress maintenance processes to prevent disruption to instructional operations • Systematically assess/ address facility safety and remediate issues • Employ environmentally sustainable learning environments that support progress towards Arlington sustainability goals	• Investigate, obtain, implement all resources from federal, state, local gov to provide free meals • Employ strategies to recruit, train, retain highly qualified bus drivers • Leverage transportation technology to improve safety, routing, maintenance, efficiency • Partner with Arlington gov./community to provide efficient/safe alternatives to student transportation to improve access to academics and supports	• Implement processes for review and deployment of operational technologies • Implement technology infrastructure plan to maintain/improve efficiency and effectiveness of APS operational/ business systems/ infrastructure • Establish/ improve processes to ensure students/ staff consistent and equitable access to instructional/ information technology
Key Performance Indicators	% of annual capital improvement projects completed	APS school meal participation rate % of APS on-time school transportation	% Up-Time Core Technology; % Student devices not functional and replaced 24hrs; % Digital Resources On-Time; % Up-Time Core Information Services.

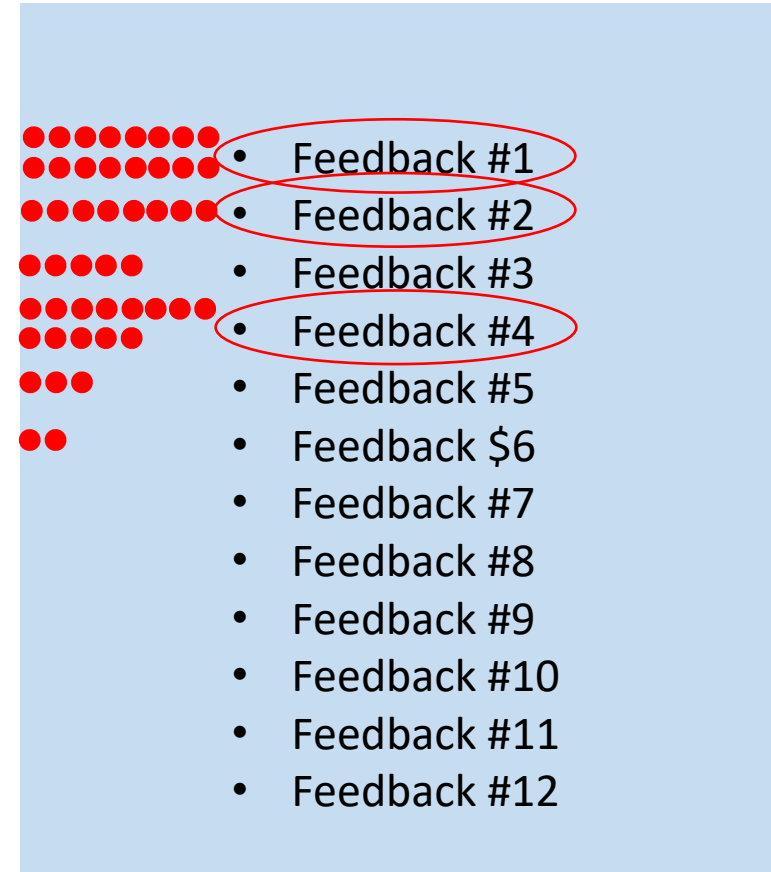| # Prioritizing	Feedback
9	Separate transportation into its own performance objective
9	How doe we keep up current strategies amidst the budget crisis
8	Lack of a comprehensive focus on budget as a performance objective (debt ratio, credit rating, sustainability of facilities, useful life of facilities, etc.)
7	Revise to 100% of eligible students receive free meals rather than how it is currently written. Clarify CEP – how does federal funds going away impact this
7	First performance objective leading indicators and KPIs don't seem sufficient based on the importance of the strategies (the number can be skewed)
7	Make sure contracts for facilities match our values (i.e., prevailing wage requirements should match)
5	Bring back previous strategy of redundant services, and operational/instructional sustainability
4	Missing the inclusion of recommendations from the study on planning factors
2	Nothing in performance objective #3 measuring the impact of not having access to technology
1	2nd performance objective on transportation routes – there is no consideration for sustainability of the bus fleet
1	Ensure that one-time funds are only used for one-time costs
0	Performance objective #1 is not clear
0	Transportation strategy/KPI to save and use partners to help secondary student transportation

Structured, Equity Feedback

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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 Objectives	Strategies	Key Performance Indicators
Column 1	By 2030, XX% of students will report perceptions that they are equal partners with school staff and families in their educational experience.	• Develop/ implement equitable school and classroom practices to authentically engage students in decision making to improve learning outcomes. • Refine, expand access, and consistently communicate explicit pathways to post-secondary success and careers for students • Systematically orient/ induct students new to the country to US/ APS public education culture, expectations, processes, opportunities	% of students who respond favorably to survey questions that they are equal partners with school staff and families in their educational experience
Column 2	By 2030, at least XX% families will respond to the YVM survey; at least 90% will respond favorably for category of Partnerships: Family Engagement	• Employ the APS Family and Community Engagement (FACE) Policy and policy procedures to establish conditions for equitable family-school partnerships to foster student achievement and school improvement • Develop FACE consistently across APS in elementary, middle, and high schools • Create/ implement a division-wide tool to inventory family engagement events	% favorable responses by families on YVM category Partnerships: Family Engagement; # families responding to YVM survey by student group, % staff completing FACE PL
Column 3	By 2030, increase the number of community partnerships from ___ to ___ that are aligned to the division's strategic plan.	• Define community partnerships, set expectations, monitor performance, and ensure quality aligned to student and staff outcomes • Continue to improve partnerships with advisory committees, nonprofits, gov. agencies to strengthen family engagement and provide wrap-around services • Equitable system of private-public-sector partners for career exploration/ work-based learning \	# of strategic community partnerships

# Prioritizing	Feedback
10	Family – strategy 3 – nothing to measure the accessibility of family engagement activities (i.e., are they physically, visually, auditorily accessible to all families?)
10	Need a strategy targeting hard to reach or chronically disengaged students
8	1st 3 performance objectives there is no inclusion of disaggregation of perception data on student characteristics to help identify the root cause
6	Community partnership – more KPIs beyond counting. Recommend something like: Students leave high school with on community partner experience and related that aligns with future goals and is independent o the senior experience.
5	Change "orient" and "induct" to introduce/familiarize or some other that does not seem one-sided
5	Leading indicator in student partnerships on hiring students in our school system (PEP program and Arlington Tech students, apprenticeships)
3	Family partnerships – all strategies/indicators are about staff training. Should be a bi-directional communication and measures for family engagement measured
3	Lack of inclusion of building trust and transparency
3	1st performance objective, first two strategies – engage with student representatives to refining to expand access and hear from students to inform decisions
2	2nd bullet strategy under the 3rd performance objective – agree strongly
1	Performance objective #1, 3rd strategy (to the US – is a typo) – this strategy should be for ALL parents and provided at certain educational milestones (3rd, 6th, 8th, etc.)
0	Performance objective #3 community partnerships – be sure to include the word QUALITY
0	Strategy in performance objective #2 incorporate ACTL, SEPTA, ASAC, etc. in division decision making
0	Performance objective, KPI, lagging measures focus on numbers vs. quality – include the word quality in this performance objective

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

- Review Draft Implementation and Monitoring
  - Performance Objectives and Key Performance Objectives: Annual Targets
- Review Community Feedback

Vision

Mission

Values

Strategic Priorities
(Formerly Goals)

Performance Objectives

Strategies, Measures, KPI's

PLUS (+)	DELTA (Δ)
• The format (process) worked (using the dots, etc.) • Kind assertiveness of our facilitator • Table facilitator/reporter helped to facilitate equity of voice	• Hold to time limits (or identify a time-keeper) • [Sometimes we] assume knowledge that is unique to the industry (avoid using acronyms, etc.)