



**EVERY  
STUDENT  
COUNTS**  
EXCELLENCE FOR ALL

# 2024-30 - Strategic Plan Development

STEERING COMMITTEE MEETING

May 8, 2024

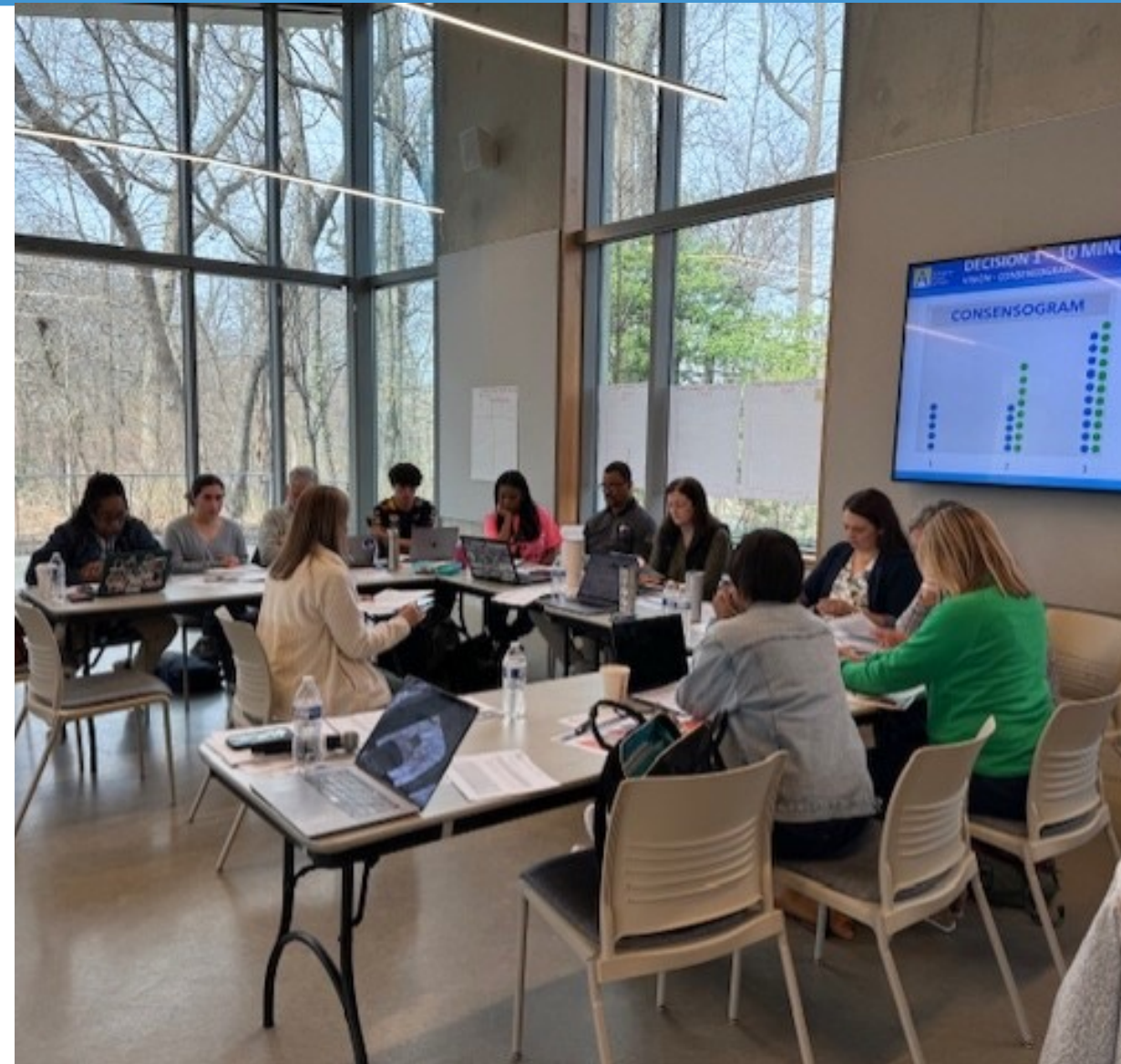


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# MEETING START-UPS

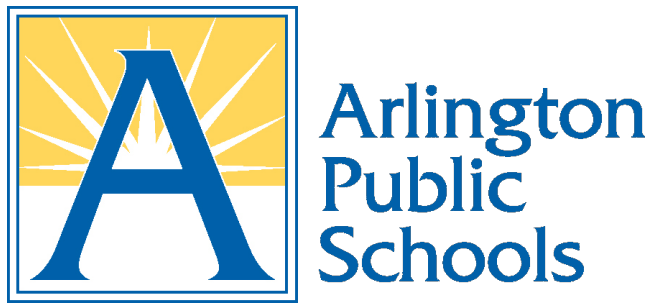
## DESIRED OUTCOMES

- **Review** meeting start-ups and address feedback,
- **Present** feedback provided by the community which has informed the final draft of Implementation and Monitoring,
- **Review, feedback,** and **evaluate** FINAL DRAFT of Implementation and Monitoring elements (Performance Objectives, Strategies, Key Performance indicators, and Scorecard) from
  - Student Academic Growth and Success
  - Student Well-Being
  - Student-Centered Workforce
  - Operational Excellence
  - Student, Family, and Community Partnerships
- **Preview** the June 5, 2024 Steering Committee meeting,
- **List** next steps, and
- **Evaluate** our meeting.



# April 8, 2023 AGENDA

## Steering Committee Work Session



| <b>Dinner (Begins at 6:00 p.m.)<br/>Meeting Begins at 6:30 p.m.</b>                                  |            |
|--|------------|
| Meeting Start-Ups  | 5 minutes  |
| Community Engagement   | 10 minutes |
| Final Draft: Implementation and Monitoring Elements<br>• Student Academic Growth and Success         | 20 minutes |
| Final Draft: Implementation and Monitoring Elements<br>• Student Well-Being                          | 20 minutes |
| BREAK - 10 minutes   |            |
| Final Draft: Implementation and Monitoring Elements<br>• Student-Centered Workforce                  | 20 minutes |
| Final Draft: Implementation and Monitoring Elements<br>• Operational Excellence                      | 20 minutes |
| Final Draft: Implementation and Monitoring Elements<br>• 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

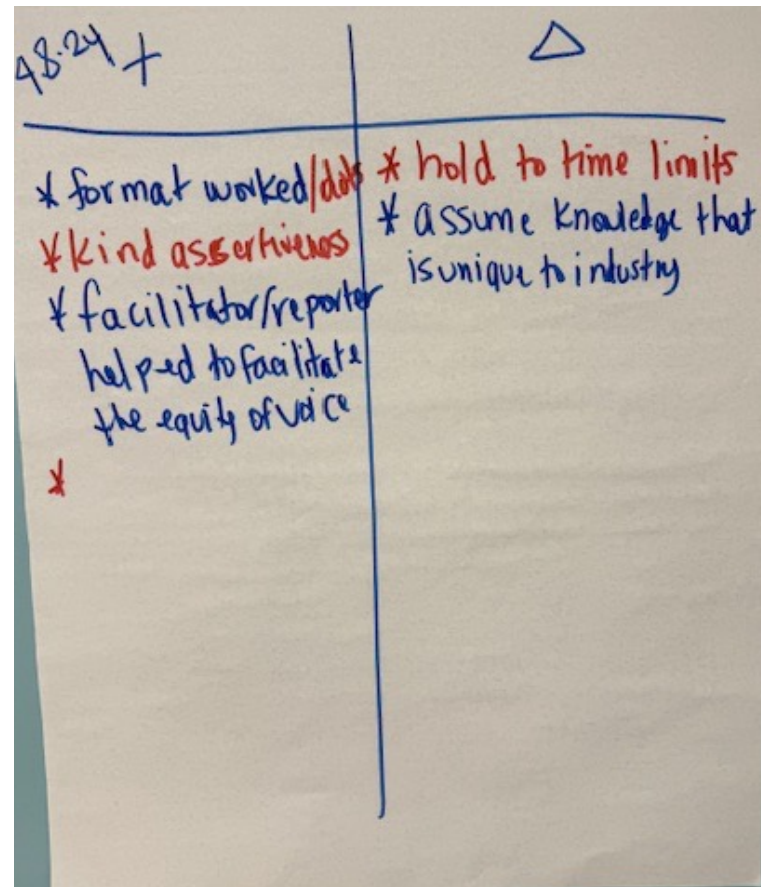
## GROUND RULES

- 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)  |
|--|--|
| <ul style="list-style-type: none"> <li>The format (process) worked (using the dots, etc.)</li> <li>Kind assertiveness of our facilitator</li> <li>Table facilitator/reporter helped to facilitate equity of voice</li> </ul> | <ul style="list-style-type: none"> <li>Hold to time limits (or identify a time-keeper)</li> <li>[Sometimes we] assume knowledge that is unique to the industry (avoid using acronyms, etc.)</li> </ul> |



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# Community Feedback

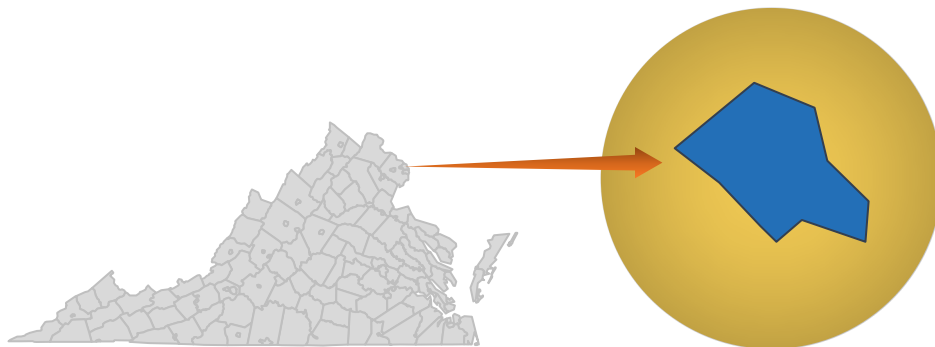
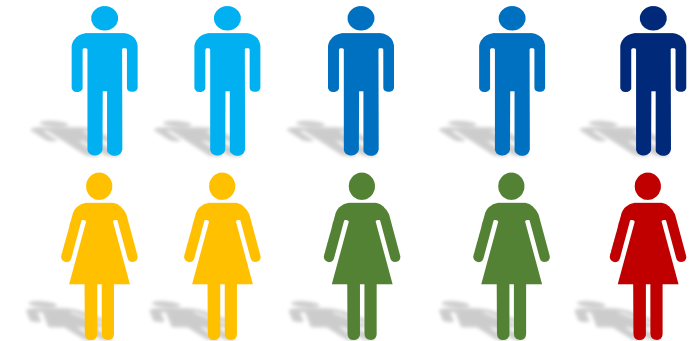
15 minutes

# SPRING COMMUNITY ENGAGEMENT

## PARTICIPATION - QUESTIONNAIRE

| Race/Ethnicity                  | Students*         | Staff | Community |
|---------------------------------|-------------------|-------|-----------|
| American Indian/Native American | 0%                | 0%    | 0%        |
| Asian                           | 8%                | 5%    | 7%        |
| Black or African American       | 6%                | 13%   | 6%        |
| Latino or Hispanic              | 21%               | 11%   | 6%        |
| Native Hawaiian                 | 0%                | 0%    | 0%        |
| Two or More                     | Reported as other | 5%    | 7%        |
| White                           | 41%               | 65%   | 69%       |
| Other                           | 9%                | 0%    | 4%        |
| Unknown                         | 16%               | 0%    | 0%        |

- 1,237 total respondents
- 252 students
  - 289 staff
  - 696 parent/community members



| Zip Code | # Respondents | Zip Code          | # Respondents |
|----------|---------------|-------------------|---------------|
| 22207    | 189           | 22202             | 48            |
| 22204    | 124           | 22213             | 18            |
| 22205    | 101           | 22209             | 13            |
| 22201    | 77            | 22242             | 1             |
| 22206    | 46            | 22211             | 1             |
| 22203    | 63            | Prefer not to say | 15            |



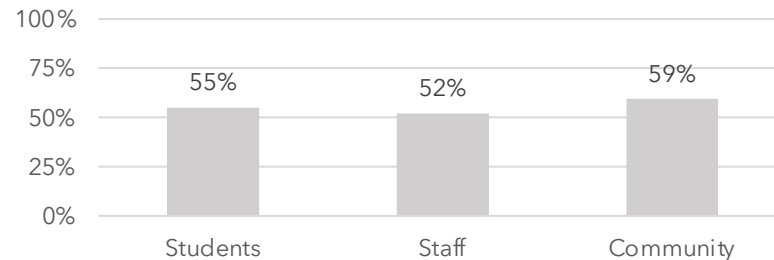
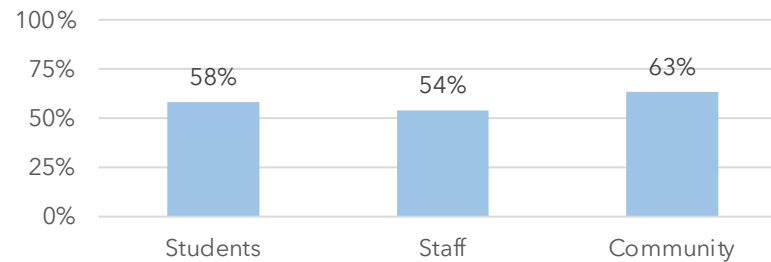
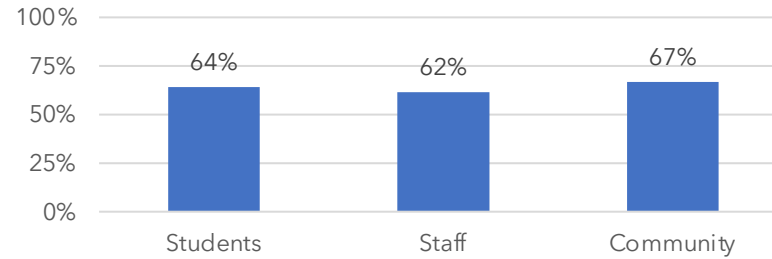


| Focus Group Role | Number of Focus Groups Conducted | <u>Approximate</u> Number of Participants |
|------------------|----------------------------------|---|
| Students         | 13                               | 146                                       |
| Families         | 9                                | 60  |
| Staff            | 9                                | 86  |
| Community        | 15                               | 77  |



## 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



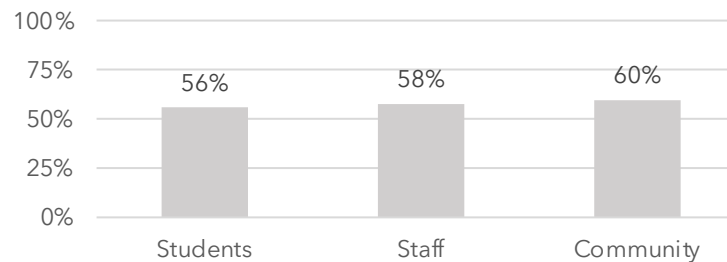
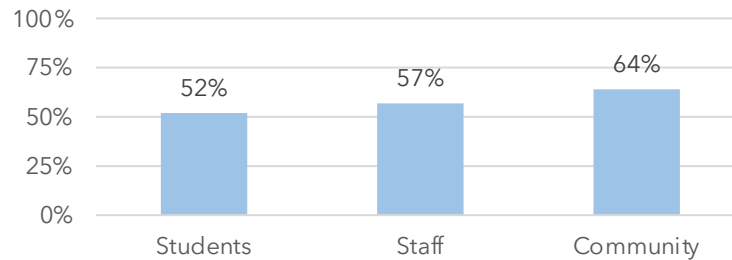
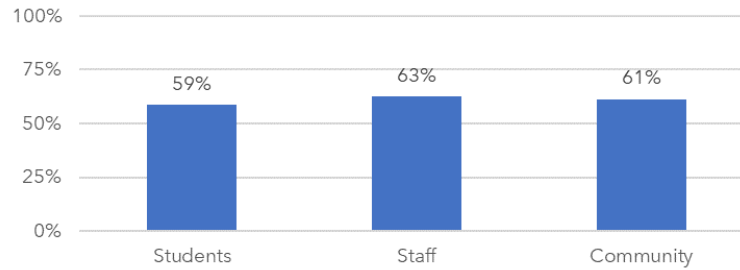
*On average, 23% of community responses, 27% of staff responses, and 31% of student responses stated they neither agreed nor disagreed with the statement.*

- The average disagreement for Student Academic Growth and Success across all groups and questions was 16%.
- Academic excellence, rigor, and consideration for **advanced learners** figured prominently in feedback related to Student Academic Growth and Success.
- Respondents across all groups suggested that setting a numeric **goal for inclusion** is contrary to the IEP process and should be based on the best placement for each student.
- Consistent feedback was provided related to **teacher workload** and the desire for **reduced class sizes**.



## 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.



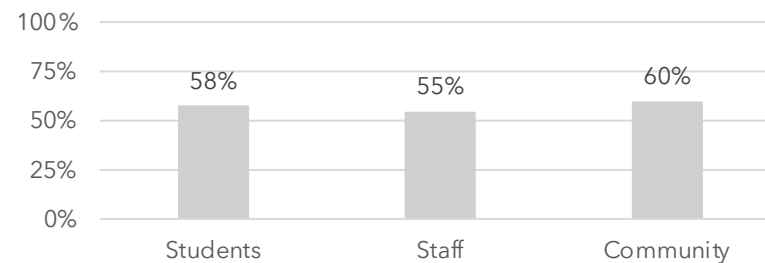
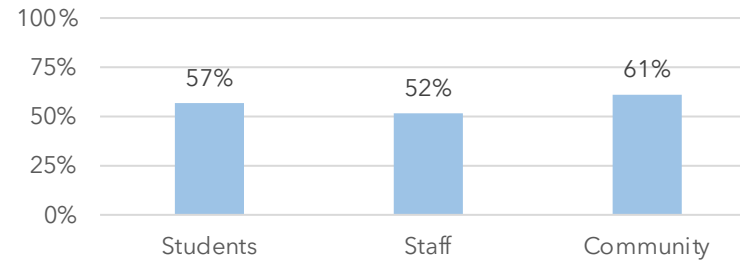
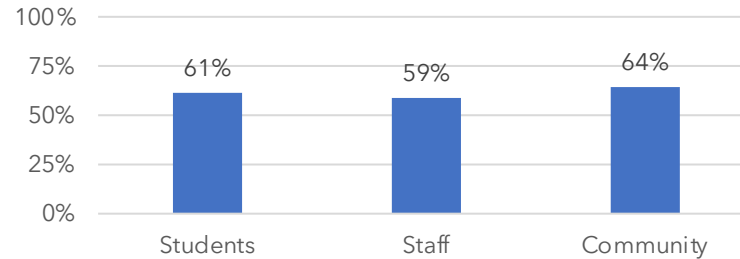
*On average, 23% of community responses, 27% of staff responses, and 31% of student responses stated they neither agreed nor disagreed with the statement.*

- The average disagreement for Student Well-Being across all groups and questions was 16%.
- Some community members express concern that academic rigor is coming second to an over-emphasis or focus on well-being of students.
- Overall, **staff support a focus on SEL** for students and think it is needed. Cite concern about the increasing **staff workload** and **need for staff** for fidelity of implementation.
- Feedback questioned setting a goal for **reducing suspensions**.
- Feedback split for **LGBTQ+**, some suggesting it is needed, others suggesting that **BIPOC students missing**, fear of indoctrination, or this is an overemphasis.



## 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.



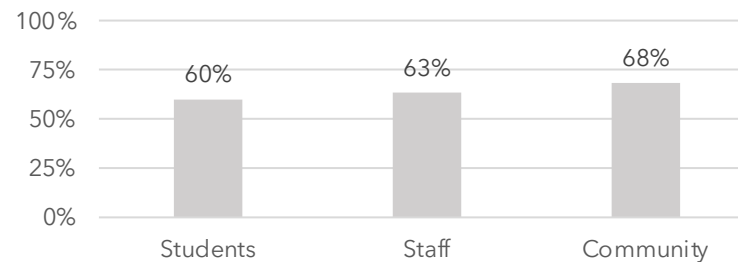
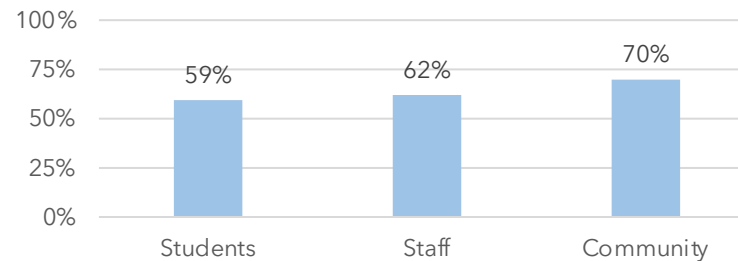
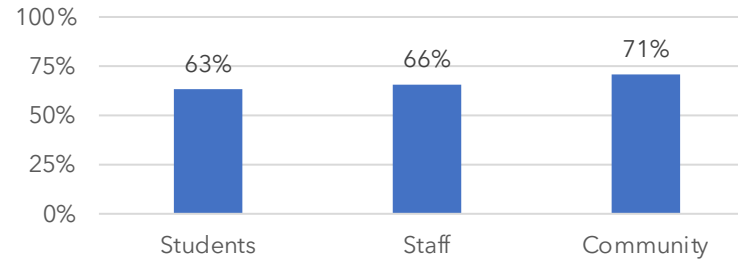
*On average, 23% of community responses, 27% of staff responses, and 31% of student responses stated they neither agreed nor disagreed with the statement.*

- The average disagreement for Student-Centered Excellence across all groups and questions was 16%.
- Broad support that professional development should **respect the expertise of teachers** and provide support with the most challenging issues.
- Teachers want a **voice in decision making**.
- **Compensation** is overwhelmingly viewed as a barrier to retention. Teachers also cite **lack of planning time and increasing workload**.



## OPERATIONAL EXCELLENCE

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



*On average, 23% of community responses, 27% of staff responses, and 31% of student responses stated they neither agreed nor disagreed with the statement.*

- The average disagreement for Operational Excellence across all groups and questions was 16%.
- Broad support for **improving facilities** with a focus on **addressing deferred maintenance** to ensure equitable facilities.
- Feedback to **improve bus driver compensation** to reduce shortage and improve on-time arrivals.
- Technology feedback included support for **balanced instructional use of technology, away-for-the-day** as well as ensuring that **loaner devices accessible** in the event of damage.

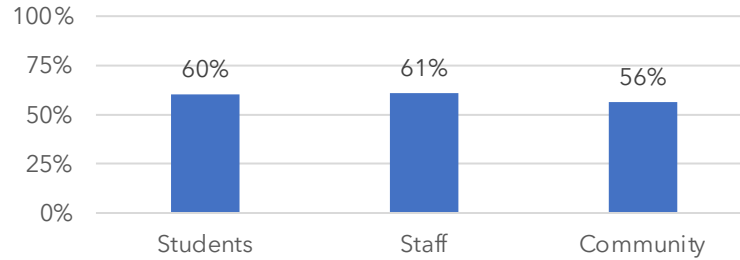


## STUDENT, FAMILY, AND COMMUNITY PARTNERSHIPS

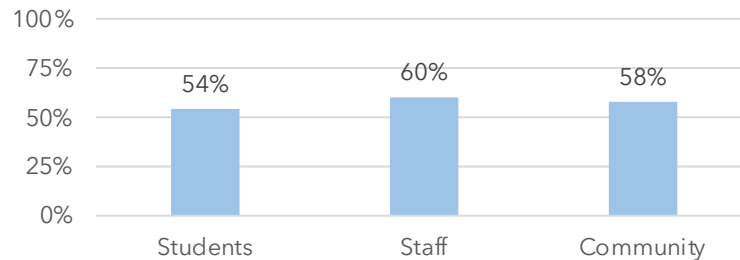
APS will strengthen and develop partnerships built on trust with students, families, community members, organizations, and local government to support student learning.



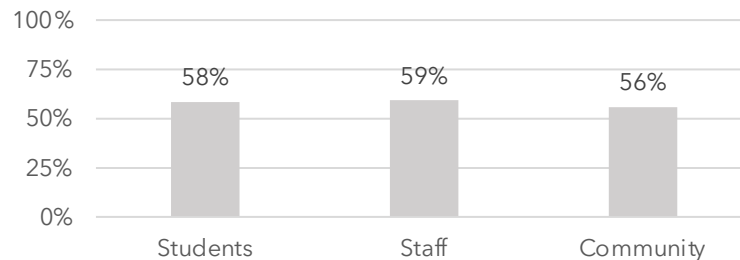
Alignment



Strategies



KPIs



*On average, 23% of community responses, 27% of staff responses, and 31% of student responses stated they neither agreed nor disagreed with the statement.*

- The **average disagreement** for Student, Family, and Community Partnerships across all groups and questions was 11%.
- Agreement that **partnerships with students** should not be equal. **Students want voice** in school decision making and **agency**.
- Feedback asserts that **family engagement must be equitable** employing strategies that connect with those historically and currently under-represented.
- Community partnerships should focus on **quality rather than quantity**. Partnerships should **align with desired outcomes**. Students want partnerships that provide **relevant experiences** and a **network/pathway to careers**.



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# SETTING TARGETS

Performance Objectives and Key Performance  
Indicators

35 minutes

**BREAK – 10 MINUTES**

90 minutes



## STRATEGIC

**Incorporates feedback** we have received from students, parents, staff, and community

Respect and acknowledge the **long-standing gaps** in performance

Acknowledge that **different approaches** are **needed for certain KPI's** to set rigorous, but realistic targets that shows progress for all and **accelerated progress for groups** with significant gaps

Provide a **trajectory that is reasonable** to staff

Supports a **collective will and action to meet the targets**



## ATTAINABLE

Aligns with the **Priorities** and **Core Values** of the plan with emphasis on conveying our belief that APS has the capacity to “**provide an outstanding education where EVERY STUDENT develops the skills and knowledge to be responsible global citizens and graduates college or career ready.**”



## ASPIRATIONAL





THE APS CORE  
VALUES GUIDE OUR  
WORK AND INFORM  
HOW WE HAVE  
APPROACHED  
SETTING TARGETS



**Excellence** | We believe all students will receive a high-quality education through rigorous, evidence-based, and innovative instruction.



**Equity & Inclusion** | We believe in raising achievement for all students, eliminating gaps, providing equitable access to opportunities, and fostering intentional inclusion for our diverse community.



**Integrity** | We build trust by acting honestly, openly, ethically, and respectfully.



**Relationships** | We believe mutual respect and transparent communication between students, families, school and division staff, and our community builds trusting relationships.



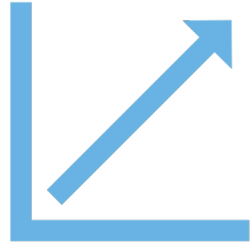
**Stewardship** | We believe the fiscally responsible and transparent management of APS resources honors the community's investment in our schools and provides safe, effective, and environmentally sustainable learning environments.



**Whole Student** | We believe that addressing the social, emotional, and physical needs of all students fosters academic excellence and an inclusive community.



**Valuing Staff** | We believe the engagement, satisfaction, development, and well-being of our staff enables the success of our students and is critical to our community.

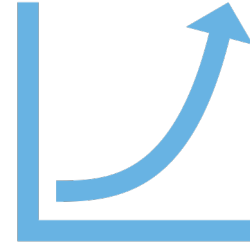


## Linear Trajectory

Targets are established in **equal intervals** over the six-year strategic plan period

Enables regular incremental increases

Could create challenges to improvement experienced in pursuit of higher ends of achievement or perceptions

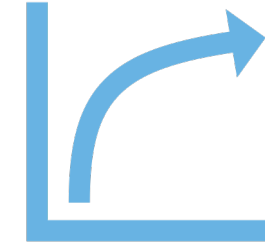


## Exponential Trajectory

Targets are established with **slower gains at first and then larger increments** of gains in later years

Considers implementation time and planning for new strategies or approaches

May frustrate stakeholders because of slow progress.



## Asymptotic Trajectory

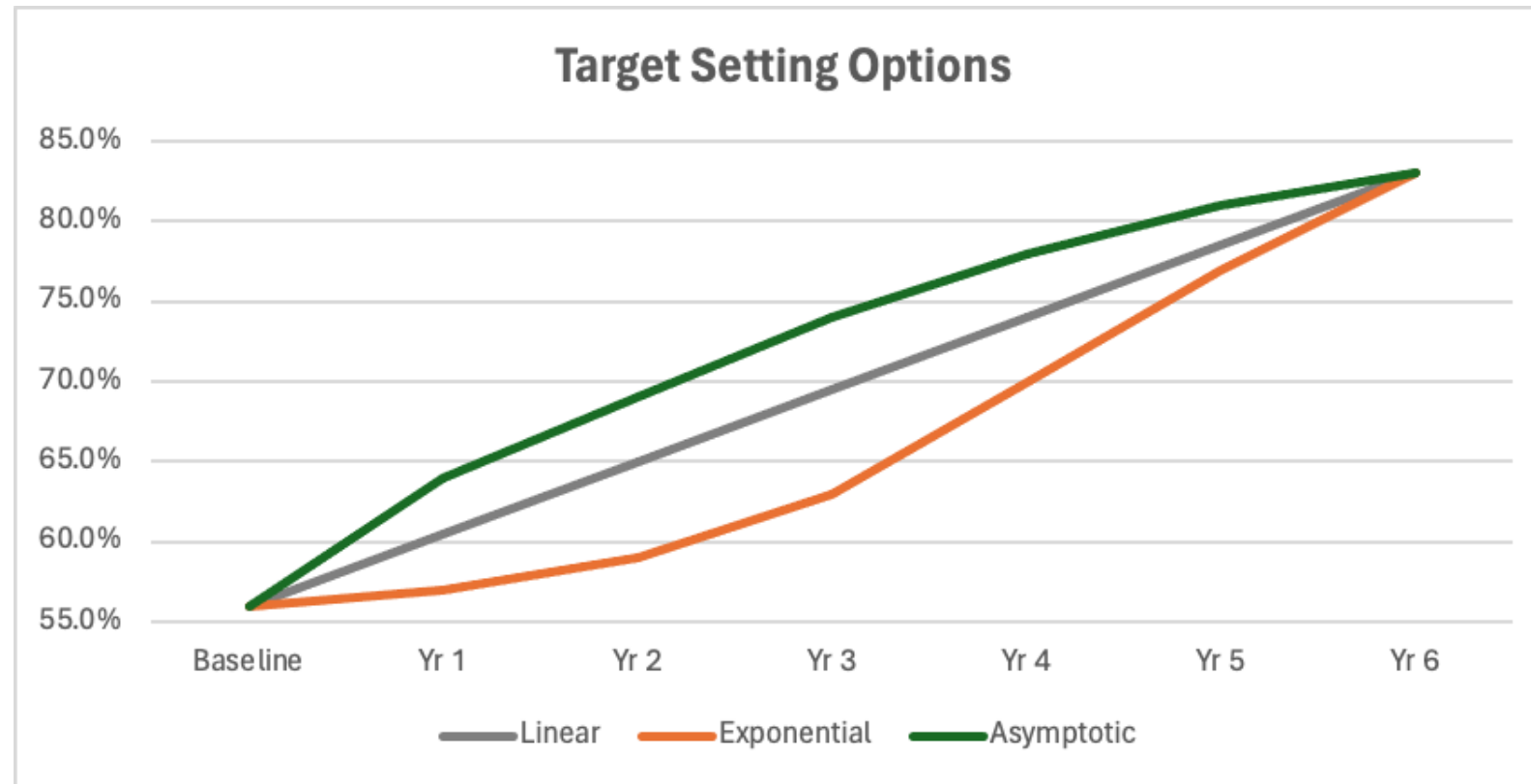
Targets are established with **faster gains initially and then slower improvements** towards the end of the six-year cycle

Considers the ability to move the lowest performing metrics quickly at first then slower as you approach the end-of-plan targets

Near-term targets could be too ambitious creating frustration

Science SOL

Black Students



|             | Baseline | Yr 1  | Yr 2  | Yr 3  | Yr 4  | Yr 5  | Yr 6  |
|-------------|----------|-------|-------|-------|-------|-------|-------|
| Linear      | 56.0%    | 60.5% | 65.0% | 69.5% | 74.0% | 78.5% | 83.0% |
| Exponential | 56.0%    | 57.0% | 59.0% | 63.0% | 70.0% | 77.0% | 83.0% |
| Asymptotic  | 56.0%    | 64.0% | 69.0% | 74.0% | 78.0% | 81.0% | 83.0% |



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# 2024-2030 IMPLEMENTATION AND MONITORING FINAL DRAFT

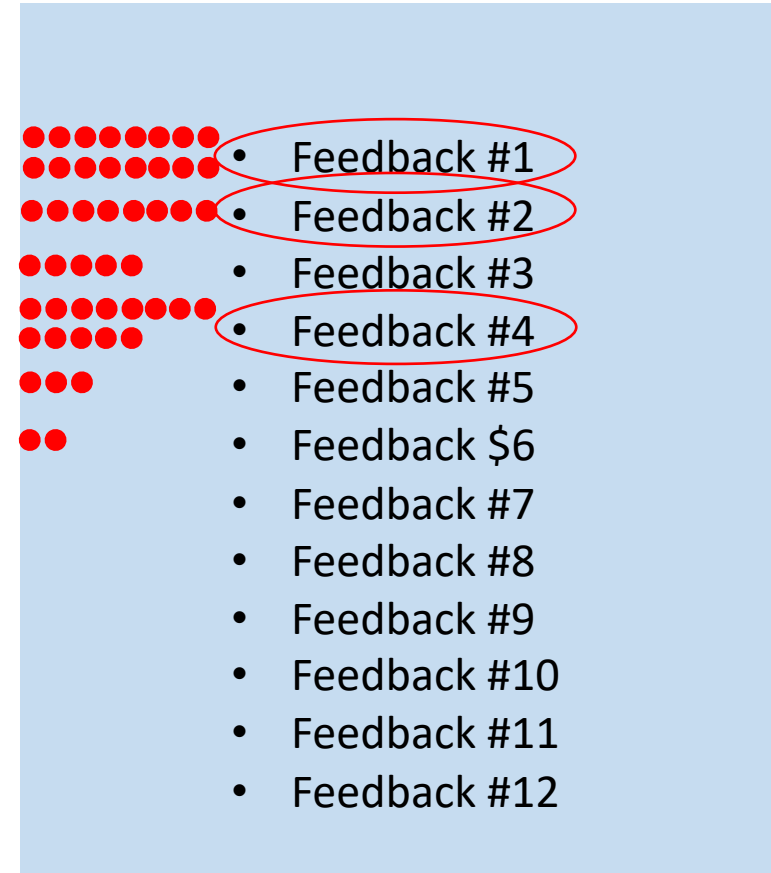
Student Academic Growth and Success

**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**
  - 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 table group will **select a TIMEKEEPER** who will hold the team to time limits enabling us to ensure equity of voice and equity of coverage for each priority
- Each table group will **select a REPORTER** who will capture all team ideas in the google sheet for the team's memory
- **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

- **5 minutes**
  - Silently review the information for the Strategic Priority: **Student Academic Growth and Success**
  - In table groups, discuss feedback on the implementation and monitoring elements
    - Table **FACILITATOR** will solicit and record responses from **EACH TEAM MEMBER**
    - **RECORDER** capture all ideas in the Google Doc
- **15 minutes**
  - We will rotate soliciting one area of feedback from each table for **15 minutes**
    - Table Facilitator will designate **a different team member to report their response to the larger group** (ensuring each steering committee member's voice and group is represented)
- **AT THE BREAK or BEFORE YOU LEAVE**
  - Using three (3) dots for each priority area, select your highest three areas of support in the feedback provided by the Steering Committee.



THE **FEEDBACK** IN EACH STRATEGIC PRIORITY AREA WILL BE FORWARDED TO THE SUPERINTENDENT

## Student Academic Growth and Success

| <p><i>APS will ensure each student achieves academic excellence through high-quality instruction and systems of support to eliminate opportunity and achievement gaps.</i></p> |   |  |   |  |
|--|---|--|---|--|
| Performance Objectives   | <p>By 2030, at least 85% of APS students meet/exceed proficiency on VA SOLs; reporting groups meet/exceed APS targets toward closing gaps</p>   | <p>By 2030, at least 90% of elementary, middle school, and Gr. 9 students will annually meet defined growth targets in math and reading</p>  | <p>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</p> | <p>By 2030, at least 95% of graduating students will have met at least one of the College, Career, Civic Readiness Indicators (CCCRI).</p>   |
| Strategies   | <ul style="list-style-type: none"> <li>• Deliver APS adopted curriculum aligned to VA SOLs</li> <li>• Professional learning to teachers and instructional assistants to improve the performance of all students with a deliberate focus on historically marginalized groups</li> <li>• Structures to build collective efficacy</li> <li>• Teacher incentives at high-turnover schools</li> <li>• Increase co-taught sections of classes.</li> </ul> | <ul style="list-style-type: none"> <li>• Implement Science of Reading strategies and curriculum</li> <li>• Personalize math and reading instruction to meet diverse needs of all learners</li> <li>• Provide accelerated learning opportunities</li> <li>• Use systems to Inform, encourage, monitor enrollment in secondary intensified classes proportional to student enrollment</li> </ul> | <ul style="list-style-type: none"> <li>• Master schedule approaches that enable co-teaching and co-planning</li> <li>• Co-planning and co-teaching strategies to scaffold rigorous instruction</li> </ul>                                     | <ul style="list-style-type: none"> <li>• Implement career interest inventories by beginning of 7<sup>th</sup> grade</li> <li>• Regular, at least annual, academic counseling beginning in middle grades</li> <li>• Develop and implement Inclusive career pathways for all students</li> <li>• Provide variety of learning opportunities to align knowledge, skills, and personal interests</li> </ul> |
| Key Performance Indicators   | <p>% of all students and historically marginalized groups passing Gr. 3 Reading, Gr. 8 Reading, Gr. 11 Reading, Science, Math, Social Studies</p>   | <p>% students meeting growth targets in Reading and Math on NWEA MAP Growth<br/>% elementary students meeting DIBELS growth targets</p>  | <p>% of students with disabilities who spend at least 80% or more of the school day in a general education setting</p>  | <p>% of graduating students who achieved CCCRI by student reporting group</p>  |



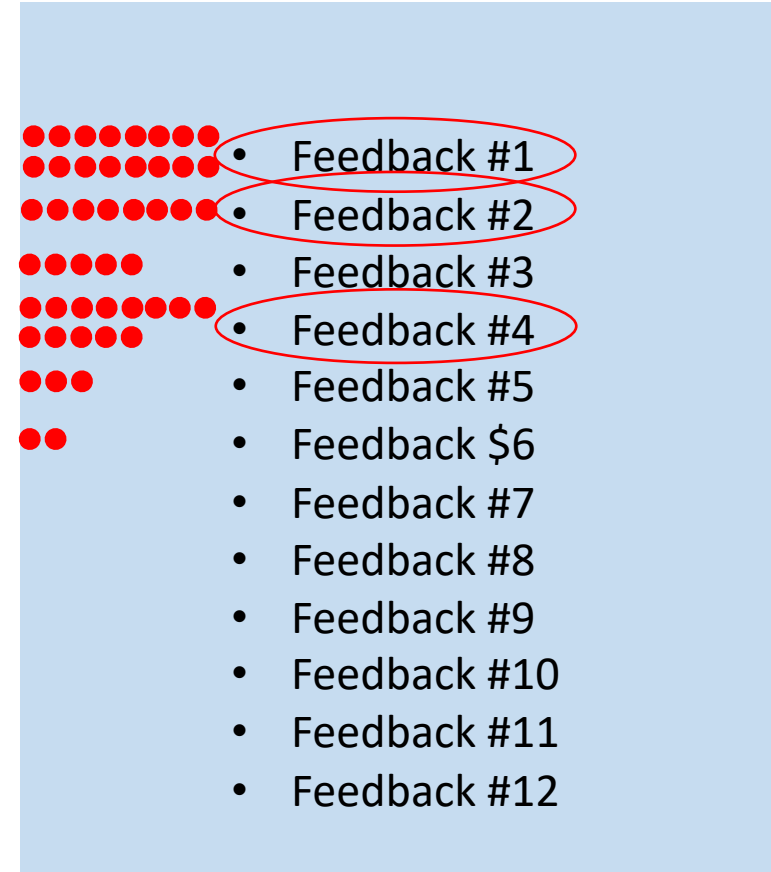
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# 2024-2030 IMPLEMENTATION AND MONITORING FINAL DRAFT

Student Well-Being



- **5 minutes**
  - Silently review the information for the Strategic Priority: **Student Well-Being**
  - In table groups, discuss feedback on the implementation and monitoring elements
    - Table **FACILITATOR** will solicit and record responses from **EACH TEAM MEMBER**
    - **RECORDER** capture all ideas in the Google Doc
- **15 minutes**
  - We will rotate soliciting one area of feedback from each table for **15 minutes**
    - Table Facilitator will designate **a different team member to report their response to the larger group** (ensuring each steering committee member's voice and group is represented)
- **AT THE BREAK or BEFORE YOU LEAVE**
  - Using three (3) dots for each priority area, select your highest three areas of support in the feedback provided by the Steering Committee.



THE **FEEDBACK** IN EACH STRATEGIC PRIORITY AREA WILL BE FORWARDED TO THE SUPERINTENDENT

## 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, 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  | 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.   | 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.   | By 2030, identify all gaps in belonging/connectedness for LGBTQ+ students and increase sense of belonging and reduce risk behavior by X%.   | By 2030, XX% of students will report feeling safe at school as measured by X% of students responding favorably to YVM category School Safety  |
| Strategies                 | <ul style="list-style-type: none"> <li>Evidence-based, culturally responsive materials to help students maintain and/or improve their physical, social, emotional, and mental health</li> <li>Identify/train staff on evidence based SEL curriculum</li> <li>Ensure students have one school-based adult who support and encourage their academic and personal growth</li> <li>Increase student access to nature</li> </ul> | <ul style="list-style-type: none"> <li>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)</li> <li>Develop consistent, regular two-way communication about services/supports available to students/families to address challenges impacting attendance</li> </ul> | <ul style="list-style-type: none"> <li>Implement evidence-based restorative practices to repair harm, empower students to resolve conflict, support strategies that prioritize attendance</li> <li>Provide training/support to educators to implement equitable/ consistent behavior management strategies (core classroom expectations/ processes, early interventions, restorative practices, approaches individualized to classrooms)</li> </ul> | <ul style="list-style-type: none"> <li>Develop reliable &amp; confidential data sources for LGBTQ+ reporting to improve belonging, reduce risk behavior</li> <li>Provide evidence-based professional learning to staff on strategies to enhance LGBTQ+ sense of belonging and connectedness</li> <li>Provide forums by student groups to improve connectedness and belonging</li> </ul> | <ul style="list-style-type: none"> <li>Communicate/ improve tiered behavioral interventions</li> <li>Assess/improve school-based processes for proactive behavioral instruction and interventions</li> <li>Continue to enhance threat assessment process</li> <li>Create and maintain a culture of trust and relationships where concerns are reported</li> </ul> |
| Key Performance Indicators | % 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)   | % of students who are chronically absent overall and by student reporting group and school  | -% suspensions relative to % student pop by student reporting group<br>-% risk of student groups being suspended compared to peers by student reporting group   | -% of LGBTQ+ students responding favorably to YVM school climate question around "sense of belonging" (4-5, 6-12)<br>-APS staff still developing a KPI to measure risk behaviors  | # bullying incidents by student reporting group; # threat assessments; # of serious incidents; % students responding favorably to YVM category School Safety  |

PLEASE  
RETURN  
IN 10  
MINUTES



BREAK

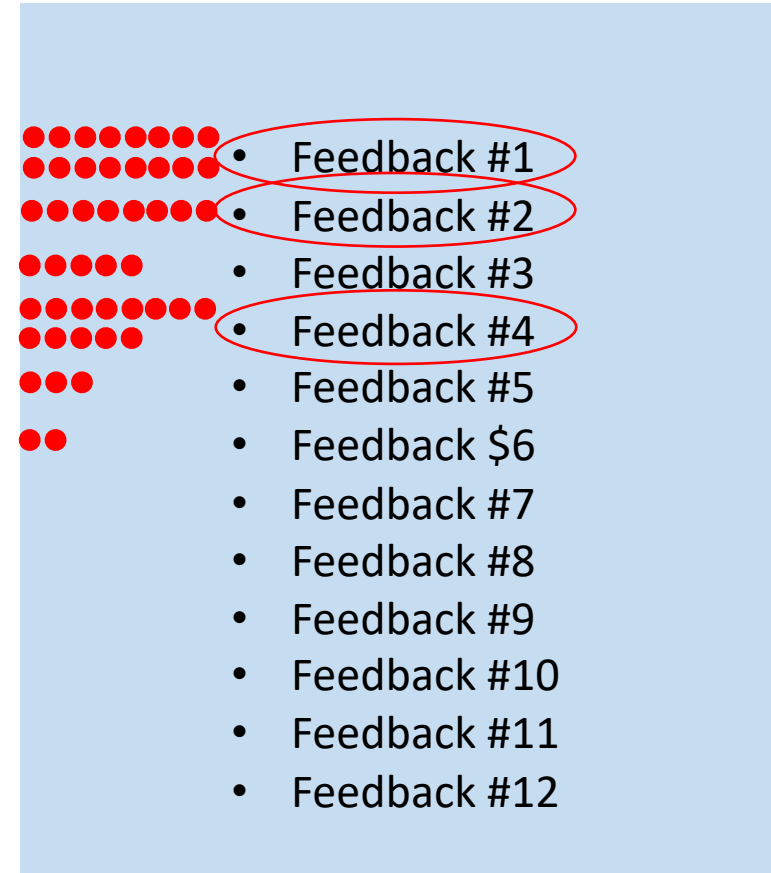


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# 2024-2030 IMPLEMENTATION AND MONITORING FINAL DRAFT

## Student-Centered Workforce

- **5 minutes**
  - Silently review the information for the Strategic Priority: **Student-Centered Workforce**
  - In table groups, discuss feedback on the implementation and monitoring elements
    - Table **FACILITATOR** will solicit and record responses from **EACH TEAM MEMBER**
    - **RECORDER** capture all ideas in the Google Doc
- **15 minutes**
  - We will rotate soliciting one area of feedback from each table for **15 minutes**
    - Table Facilitator will designate **a different team member to report their response to the larger group** (ensuring each steering committee member's voice and group is represented)
- **AT THE BREAK or BEFORE YOU LEAVE**
  - Using three (3) dots for each priority area, select your highest three areas of support in the feedback provided by the Steering Committee.



THE **FEEDBACK** IN EACH STRATEGIC PRIORITY AREA WILL BE FORWARDED TO THE SUPERINTENDENT

## 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     | <p>By 2030, XX% of all staff will respond favorably that professional learning improved their professional practice, by employee scale.</p>  | <p>By 2030, APS staff will respond favorably to their workplace climate by XX% and staff engagement by XX% on the Your Voice Matters survey.</p>  | <p>By 2030, APS will retain at least 93% of staff to maintain continuity, improve student achievement, ensure human resources prioritized on school progress.</p>  | <p>By 2030, XX% of staff will report feeling safe at their workplace as measured by XX% staff responding favorably to YVM category Safety.</p>  |
| Strategies                 | <ul style="list-style-type: none"> <li>• Develop vision and definition of quality professional learning in APS</li> <li>• Develop and implement competency-based professional learning and evaluation framework</li> <li>• Incorporate evidence-informed recruitment, retention, and development practices to advance a quality, diverse, workforce</li> <li>• Develop and sustain multiple professional learning pathways to advancement</li> </ul> | <ul style="list-style-type: none"> <li>• Prioritize time spent on students and student learning</li> <li>• Develop/implement integrated HR initiatives that enable student-centered, inclusive climate, promote employee health and wellness</li> <li>• Employee reward and recognition processes aligned to APS strategic plan</li> <li>• Two-way communication system to build understanding, collaborate, raise/resolve concerns, aligned to division strategic plan priorities</li> </ul> | <ul style="list-style-type: none"> <li>• Study, develop, and implement competitive total rewards package to recruit &amp; retain HQ staff in all scales.</li> <li>• Engage staff in providing input, feedback, and continuous improvement of APS employee total rewards package</li> <li>• Implement structures to include staff in decision making for the improvement of learning and operations in APS.</li> <li>• Study/ analyze innovative staffing models</li> </ul> | <ul style="list-style-type: none"> <li>• Foster a positive school climate that promotes respect, inclusivity, and conflict resolution.</li> <li>• Create/maintain a culture of trust and relationships (staff, families, and administration) where concerns are reported and addressed.</li> <li>• 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.</li> </ul> |
| Key Performance Indicators | <p>% school-based &amp; all staff responding favorably to YVM/Frontline survey question that school-based/division-wide PL improved professional practice</p>  | <p>% staff responding favorably to the YVM category Engaged Workforce: Staff Engagement &amp; Workplace Climate</p>   | <p>% of staff responding favorably to YVM Engaged Workforce: Compensation and Benefits &amp; Employee Voice; % of staff retention by employee scale</p>  | <p>% of staff responding favorably to YVM category Operational Excellence: Safety</p>   |

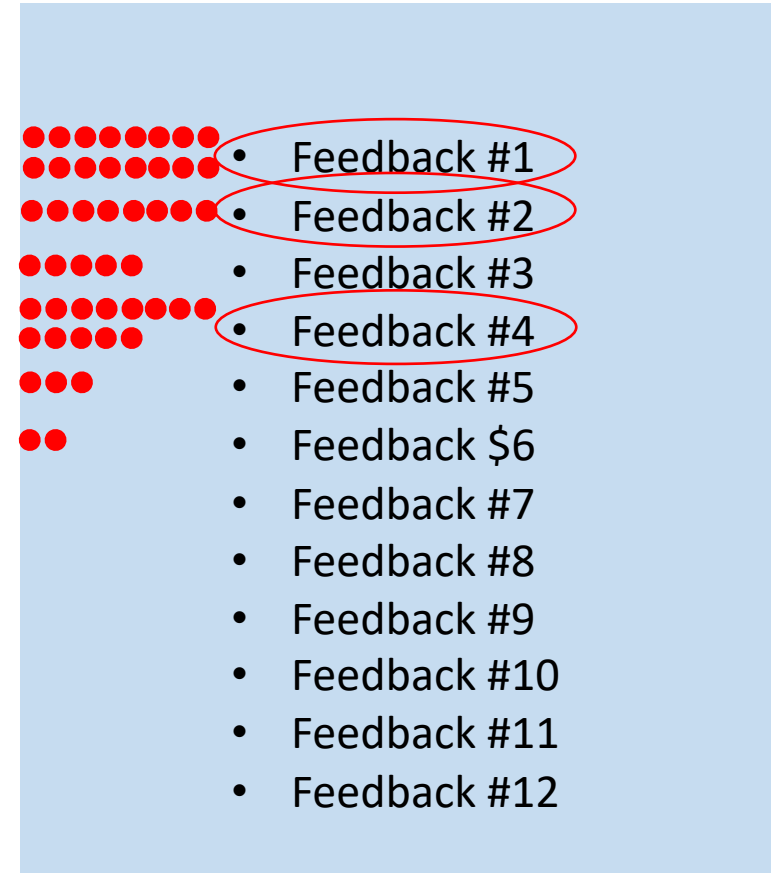


**EVERY  
STUDENT  
COUNTS**  
EXCELLENCE FOR ALL

# 2024-2030 IMPLEMENTATION AND MONITORING FINAL DRAFT

Operational Excellence

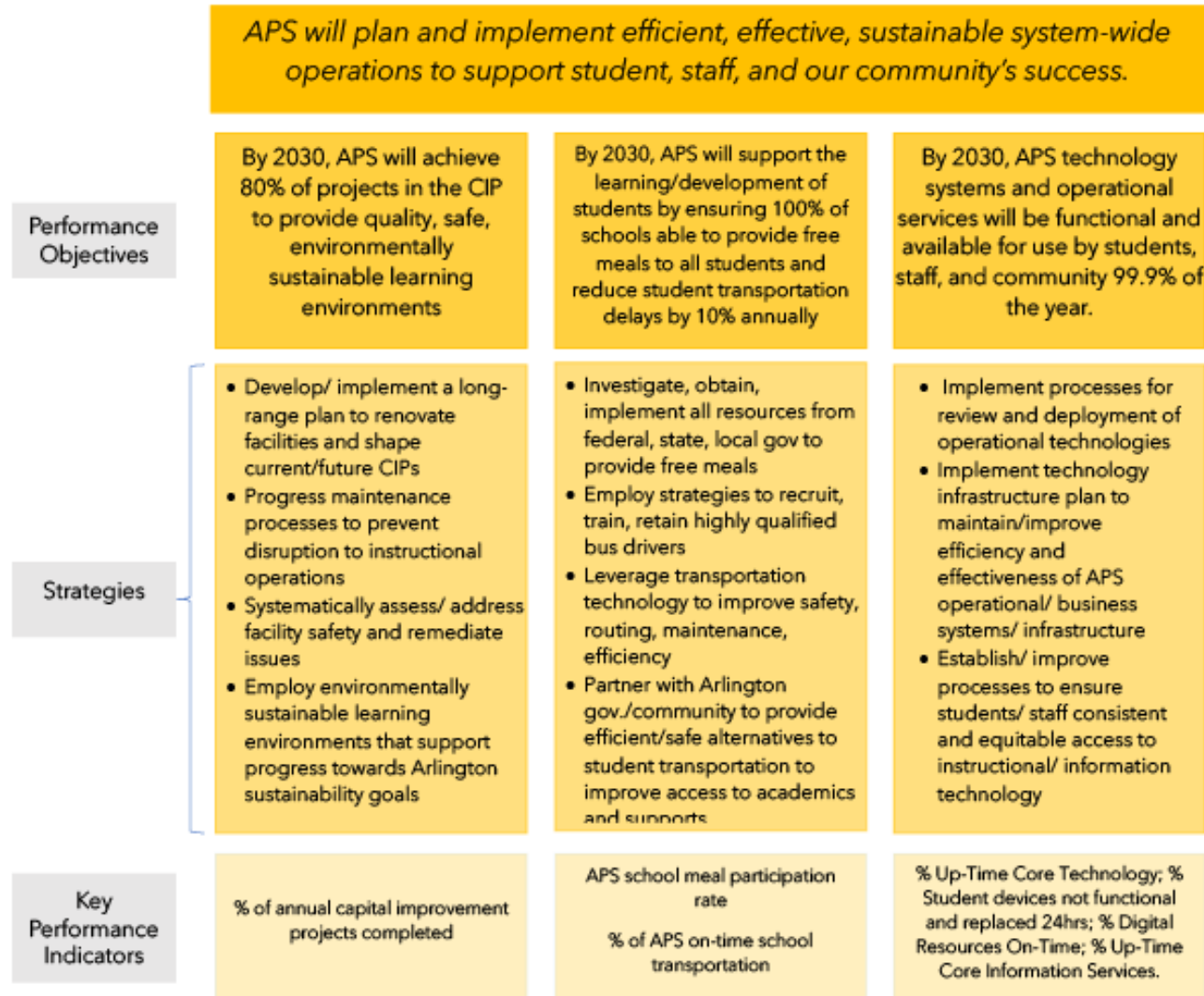
- **5 minutes**
  - Silently review the information for the Strategic Priority: **Operational Excellence**
  - In table groups, discuss feedback on the implementation and monitoring elements
    - Table **FACILITATOR** will solicit and record responses from **EACH TEAM MEMBER**
    - **RECORDER** capture all ideas in the Google Doc
- **15 minutes**
  - We will rotate soliciting one area of feedback from each table for **15 minutes**
    - Table Facilitator will designate **a different team member to report their response to the larger group** (ensuring each steering committee member's voice and group is represented)
- **AT THE BREAK or BEFORE YOU LEAVE**
  - Using three (3) dots for each priority area, select your highest three areas of support in the feedback provided by the Steering Committee.



THE **FEEDBACK** IN EACH STRATEGIC PRIORITY AREA WILL BE FORWARDED TO THE SUPERINTENDENT



## Operational Excellence



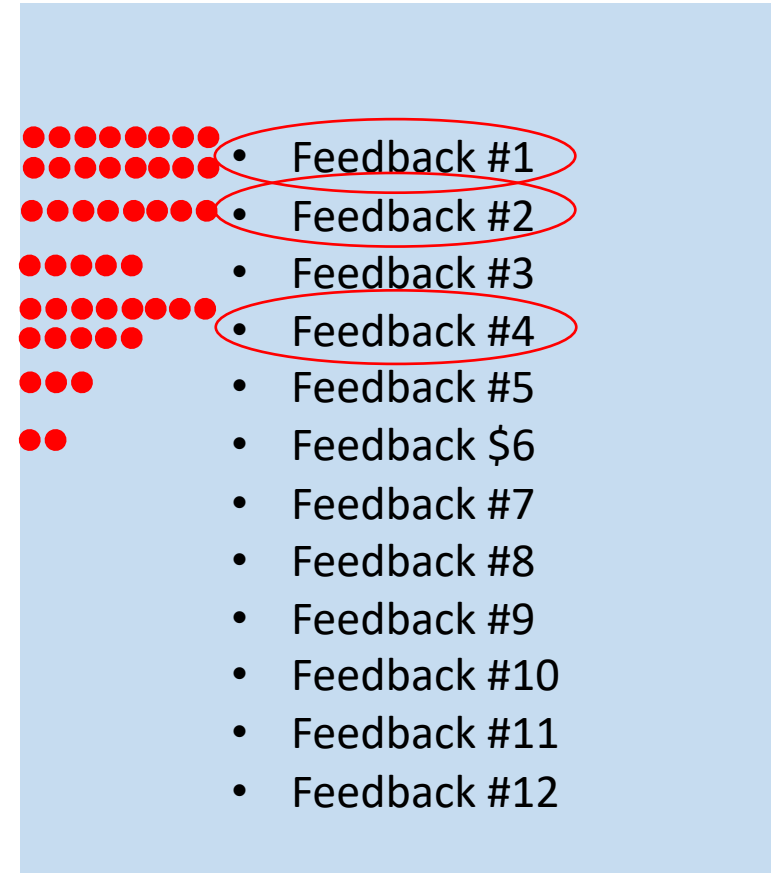


**EVERY  
STUDENT  
COUNTS**  
EXCELLENCE FOR ALL

# 2024-2030 IMPLEMENTATION AND MONITORING FINAL DRAFT

Student, Family, and Community  
Partnerships

- **5 minutes**
  - Silently review the information for the Strategic Priority: **Student, Family, & Community Partnerships**
  - In table groups, discuss feedback on the implementation and monitoring elements
    - Table **FACILITATOR** will solicit and record responses from **EACH TEAM MEMBER**
    - **RECORDER** capture all ideas in the Google Doc
- **15 minutes**
  - We will rotate soliciting one area of feedback from each table for **15 minutes**
    - Table Facilitator will designate **a different team member to report their response to the larger group** (ensuring each steering committee member's voice and group is represented)
- **AT THE BREAK or BEFORE YOU LEAVE**
  - Using three (3) dots for each priority area, select your highest three areas of support in the feedback provided by the Steering Committee.



THE **FEEDBACK** IN EACH STRATEGIC PRIORITY AREA WILL BE FORWARDED TO THE SUPERINTENDENT

# STUDENT, FAMILY, & COMMUNITY PARTNERSHIPS

## 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     | <p>By 2030, XX% of students will report perceptions that they are equal partners with school staff and families in their educational experience.</p>   | <p>By 2030, at least XX% families will respond to the YVM survey; at least 90% will respond favorably for category of Partnerships: Family Engagement</p>  | <p>By 2030, increase the number of community partnerships from ___ to ___ that are aligned to the division's strategic plan.</p>  |
| Strategies                 | <ul style="list-style-type: none"> <li>• Develop/ implement equitable school and classroom practices to authentically engage students in decision making to improve learning outcomes.</li> <li>• Refine, expand access, and consistently communicate explicit pathways to post-secondary success and careers for students</li> <li>• Systematically orient/ induct students new to the country to US/ APS public education culture, expectations, processes, opportunities</li> </ul> | <ul style="list-style-type: none"> <li>• 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</li> <li>• Develop FACE consistently across APS in elementary, middle, and high schools</li> <li>• Create/ implement a division-wide tool to inventory family engagement events</li> </ul> | <ul style="list-style-type: none"> <li>• Define community partnerships, set expectations, monitor performance, and ensure quality aligned to student and staff outcomes</li> <li>• Continue to improve partnerships with advisory committees, nonprofits, gov. agencies to strengthen family engagement and provide wrap-around services</li> <li>• Equitable system of private-public-sector partners for career exploration/ work-based learning \</li> </ul> |
| Key Performance Indicators | <p>% of students who respond favorably to survey questions that they are equal partners with school staff and families in their educational experience</p>   | <p>% favorable responses by families on YVM category Partnerships: Family Engagement; # families responding to YVM survey by student group, % staff completing FACE PL</p>   | <p># of strategic community partnerships</p>  |

## Objective: Celebrate Accomplishments

- Review Superintendent's Recommended Implementation and Monitoring Elements
- C E L E B R A T E



# MEETING EVALUATION

May 8, 2024



| PLUS (+) | DELTA ( $\Delta$ ) |
|----------|--------------------|
|          |                    |