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

Strategic Priority 2: Student Well-Being

# 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

Strategic Priority 3: Student-Centered Workforce

# 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

Strategic Priority 4: Operational Excellence

# 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

Strategic Priority 5: Student, Family, & Community Partnerships

# Prioritizing	Feedback
10	Family – strategy 3 – nothing ot 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 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
	Performance objective, KPI, lagging measures focus on numbers vs. quality – include the word quality in this performance objective