STUDENT ACADEMIC GROWTH AND SUCCESS

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PO1 - Academic Achievement	- Priority 1 (Reword to not have "eliminate" and "opportunity" next to each other. - Leading Indicator 8 is cut off. - Can the first two POs be combined?? They are redundant - use the growth measures from PO 2 as the leading indicators in PO1
PO2 - Growth	- KPI(1) - Growth in math and growth in reading needs to be defined as a year's worth of growth. - KPI(3) - Percentage of ES demonstrating growth and reading for advanced students should also include a target of one year of growth. - KPI(4) - Percent of grades 3-5, 6-12 YVM survey question should be dropped. [Asking that they learned something isn't the correct metric. What is relevant is whether they have progressed based on test results]. - Strategy(1) - Define term in glossary of "Science of reading." - Add strategy and KPI that addresses the enrollment, participation, and completion of summer school that is robust in addressing core academics and students who are significantly below reading and math levels. - Comprehensive: There is no strategy listed here that inspires confidence that we will reach this growth goal at elementary level. It appears that we have listed things we already do. We need something radical here to get all kids reading by end of 1st grade (I don't know what it is - literacy class sizes of no more than 8 students in classrooms where most students aren't on grade level? Redistributing reading specialists to neediest schools/classrooms? We need something more innovative here. Thank you.)
PO3 - Inclusion	- PO3 80% target is arbitrary. Number 1 teacher feedback that this isn't realistic or attainable. Placement should be teacher led, and a case-by-case basis. + 1 - Strategy 3 - address Central Office role in training and developing the framework for co-taught classrooms and the school administrator's role in fostering the co-taught culture. +1 - Strategy 7 (ADDITION): Add in strategy that addresses how

	APS will identify, hire, and retain the SPED staff needed to implement this objective. +1 ● Additional KPI: Reduction in the number of students in private placement funded by APS due to lack of ability to meet their education needs. ● Seems like a strategy for supporting SPED students.
PO4 - College, Career, Civic Readiness	● This is a broad category and would be good to expand some of the ways to meet the CCRI ● For example: increasing students in advanced classes ● Participation in CTE courses ● Participating in externships/internships etc. + 1 ● Add some specifics for each of the CCRI pathways and strategies that match the KPIs.

STUDENT WELL-BEING

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PO1 - Positive School Experience	- This objective is too much - simplify: "Students will develop SEL skills and improve mental health outcomes as measured by YVM SEL & Mental Health measure" - Maybe split into two - one about trusting relationships - Strategy - Include extracurricular activities - vs. Nature - Possible typo on the last KPI. Students should be responding positively to lack of bullying, not the presence of bullying. "Away For The Day" should be promoted as a part of Strategies #4 or #5. +1 - Additional strategy addressing realistic anti-bullying education that is delivered by counselors and not classroom educators. +1 - Comprehensive: Given the heavy reliance on YVM survey, consider using participation in extracurriculars as a leading indicator instead.
PO2 - Chronic Absenteeism	- Specific targets need to be set per school - i.e. "reduce chronic absenteeism by 50%". +1 - Rigor is too low so that students can "do it all on canvas quickly" so why spend time in school. Can there be a strategy to increasing rigor so that students have a greater incentive to attend. - What % of chronically absent HS students will end up graduating anyway because APS just passes them through? Could there be more consequences? Why goto school if APS is going to let you graduate anyway? - How much of the absenteeism is related to the grading policies that minimize the impact of missed assignments? +1 (Or even incentivise) - For first strategy, the development should be at the school level and not a catch-all solution developed division wide - Comprehensive: Add a strategy that engages county/judicial resources to address chronic absenteeism and chronic tardiness.
PO3 - Student Suspensions	PO should reflect the need to direct students to "in school" suspension. General consensus that out of school suspension does not create correct incentives. Create a central location for in school suspension at syphax (to spread the burden around) and so Syphax has a better understanding of the students plus students may see it as a more realistic disciplinary actions. Also consider saturday

	detention.
	- <mark>Remove this PO and include suspension data in the PO 1 Leading indicators. (we like this one) +1</mark>
	- Switch it to Every student will have access to high quality system of supports, family support, and mental health services.
	- Use student support PO instead of student suspensions goal .
	- Overwhelming response from teachers is to keep the tool of suspension. + 1 +1
	- Want to see the implementation of disciplinary measures to ensure student safety and as a way to nip problems in the bud.
	- Stated clear rules and consequences remove opportunity for bias in discipline
	- Desire for some clarity on whether the goal of reducing suspensions will come from stopping teachers from suspending students (or discouraging suspensions) just to get the number down.
	- Comprehensive: We need to have a way to track effectiveness of restorative practices - what is % of recidivism?
	- Comprehensive: Track and cross-tab data for SWD and by race to show suspension data root causes of disparateness.
	- Comprehensive: Track referrals from individual teachers to assess bias.
	- Clarify: Revise performance objective to say "out of school suspensions"
PO4 - Belonging/Connect edness	- The multiple goals: increase belonging, connectedness, and reduce poor treatment and risk behavior are presented using inconsistent language throughout.
	- ""increase % responding favorably to… being treated poorly by others" sounds like the goal is an increase in poor treatment, which I don't think is what is meant. Consider rewording in several places.
	- If reducing risk behavior is a goal, it is buried in this draft currently, and there are few strategies that support it, and no way to measure it.
	- An indicator should be added: class size - Student-to-adult ratios per classroom.
	- A KPI should be added reflecting current reality of SEL needs in regard to student-to-adult ratio (emphasizing the "trusted adult" needs in the strategies) per grade level.
	- KPI should include other sub-groups.

PO5 - Student Safety	● Need to focus student safety strategies on safety staffing, entry point management etc. ● Need more leading indicators - use all safety-related incidents from code of conduct; drill completion, unauthorized visitors, safety plans in place etc. ● KPI added to reflect the # of safety concern (bullying, assault, overdose, etc.) reports by ACPD regarding student-aged Arlington citizens. ● Consider adding in strategy and KPI regarding ACEs compliance.

STUDENT-CENTERED WORKFORCE

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PO1 - Professional Learning	- Current strategies do not address the frequent comments regarding the over prioritization of PD that is overwhelming and oft seen as irrelevant. + 1 - Too much top down PD. - Reduction of professional development will allow for more room to add to planning time. - Comprehensive - Add strategy for how teacher voice will be considered in PD selection - Clarity - Add percentage amount for what indicates "favorable" results - Comprehensive - Add a leading indicator of % of promoted staff that achieve leadership opportunities via an established PL pathway - Can we include a measure of actual improvement due to PD - using observation protocols or student performance measures? 32% to 70% is a huge jump what will be different?
PO2 - Workplace Climate	- Define performance metrics for HR. - Division leadership / Central Office needs to understand the context of school realities. The strategies and KPIs do not reflect this need (to include the relationship with HR, which appears broken.) - Staff routinely mention in survey the staff numbers at Central Office versus the student facing positions that continue to be eliminated due to budget shortfalls. Student facing positions should be the priority and last on the chopping block. This should be reflected in this objective. +1 - Planning time needs to be addressed in this objective. - First strategy is too much -needs to be simplify. What is "cross-functinoal analysis of educator/staff requirements"? - Comprehensive - Add strategy that clarifies how staff can provide upward feedback to supervisors - Leading indicators for HR responsiveness, hours of operation for central staff that prioritize access for student-facing positions.
PO3 - Employee Retention/Attrition ** **This needs to include**	- Strategy(4) - This is good! - The Assistant-to-Teacher program is more of a tuition reimbursement program and not a support/cohort program that fosters that

hiring high quality staff for open positions**	- mentorship for the process. Tuition reimbursement is not going to retain staff. Mentorship will. - Trusting staff to capitalize on their education, experience, and knowledge will aid in retention. Most of these strategies seem focused on Central Office centered investigations with the projects pushed to the teachers. - A strategy missing is Central Office staff being in the schools doing student facing work, such as substituting. **Need a PO saying to fill 95% open positions with highly qualified staff** - Need to also include accurate projection and staffing procedures to accurately staff buildings. - Need PO for filling open positions with quality staff. - Strategies: HIRE EARLIER, reach out strategically, move planning, other processes earlier. - Add lagging indicator for hard-to-fill positions such as psychologists, speech pathologists, etc. (especially those that provide mandated special education services) - Require exit interviews and publicly post data on reasons for leaving. - Track school-by-school attrition
PO4 - Staff Safety	- Need to include strategies that include security staff, access control, parking lot supervision, and security camera system. - Need a consistent way to report concerns - Training for staff on Professionalism, sexual harassment, workplace expectations etc. - Leading indicators need additional measures, staff attendance, - Clarity - Add "how" to strategies; for example, "create a framework to support principals to foster a positive school climate that fosters…" "Provide training to staff on building culture of trust…" - Do we need staff safety and belonging data by subgroup & intersectional identity, LGBTQ, race, gender to identify whether groups feel safe? Per community feedback. - Add Strategy for EAP debrief after crises such as death of parent, student, etc., or serious incidents (such as student bringing weapon to school and being arrested at school)

OPERATIONAL EXCELLENCE

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PO1 - Facility Conditions	• Comprehensive - Add ensure repairs are made equitably (e.g., not all located in one neighborhood/section of county, options vs. neighborhood, demographics, etc.) • Clarity - what is common space adequacy - do we have a clear definition of what that is • Comprehensive - Add "ADA accessibility" to list • PO reads like KPI - rewrite to say 95% of schools provide quality learning environment. • KPI" % of repair/replace requests by school building as it relates to HVAC, safety concerns (blinds). Ventilation, etc. (This number is a good indicator of what is being bandaged and what is being truly fixed.)
PO2 - On-time Transportation	• ~~Comprehensive - Add a strategy to support better behavior to ensure bus driver safety long-term (e.g., add an assistant, safety patrols~~ Disregard - this is captured in Staff Retention section
PO3 - School Nutrition	• Align PO with strategies - 100% of students have access to quality food options with 100% students with FRL access free lunch. • Unclear how providing free lunch is associated with student performance. Considering spending the money on higher priorities. • Not everyone needs it - maybe certain schools who have a certain percentage of FRL students. Equity based • Make the FRL process easier for families - • Improve quality of school lunch. • Add strategy that provides a school lunch purchase program that allows parents to opt-out of supplemental purchase options - such as Capri Suns, additional lunches, etc. •
PO4 - Technology	• Comprehensive - Add teachers to 24-hr response time - with loaners • Comprehensive - Make loaner devices immediately available to staff and students • Connection at school and at home - FRL students have access to high speed internet at home (like in pandemic).

	- Students have access to learning tools. - PO is not the right PO - should be student centered. Students and staff will have access to appropriate devices.
PO5 - Environmental Sustainability	- Is sustainability only related to carbon? - Comprehensive - Add plastic reduction - Provide definition for "cross-functional" team under Strategies. - Consider targeting environmental sustainability investments that reduce operating costs and therefore the savings can then be redirected into other school priorities. - Consider whether we can afford this given budget constraints and other priorities.

Student, Family, and Community Partnerships

STUDENT, FAMILY, AND COMMUNITY PARTNERSHIPS	
PO1 - Student Partnerships	- For the item that starts with "Systematically" change to: - Ensure that students who are first generation to attend U.S. schools are annually provided with information about public education culture, expectations, processes, and opportunities. - Not sure how SEL Self-efficacy and growth mindset connect to partnerships? - No more surveys!! (leading indicator says mid year survey) - Increase extra-curricular activities that increase student involvement. - Have KPI: % of students who participate in extracurricular activity. 6-12.
PO2 - Family Partnerships	- Strategies - Need better strategy parent engagement. - Increase extra-curricular activities that increase parental involvement. - Clarify: Ensure FACE implementation includes parents as members - Add KPI on number of parent volunteers, using RAPTOR approval process for data. - Add KPI for the number of parent coffees or informational meetings that provide background knowledge on APS components (DIBELS, SEL, SOLs, MAP testing, new curriculum, resources, etc) and be above X number per year. - Make sure there is a priority in engaging families who have been traditionally underrepresented in family engagement activities
PO3 - Community Partnerships	- Add leading and lagging indicators related to partnerships for students with disabilities (PEP students) to ensure that work-based learning opportunities are available for them. - Can this be related to student outcomes? - Need more leading indicators - students participate in at least one partnership by graduation or by school level (elem, middle, high) - This performance objective should be rewritten with specific engagement opportunities with schools and students or APS more broadly. - Include university partnerships to enhance teaching and learning practices and evaluation of programs. - Indicators - CCRI indicator for students - More extracurriculars can be a way to get more community

	partnerships