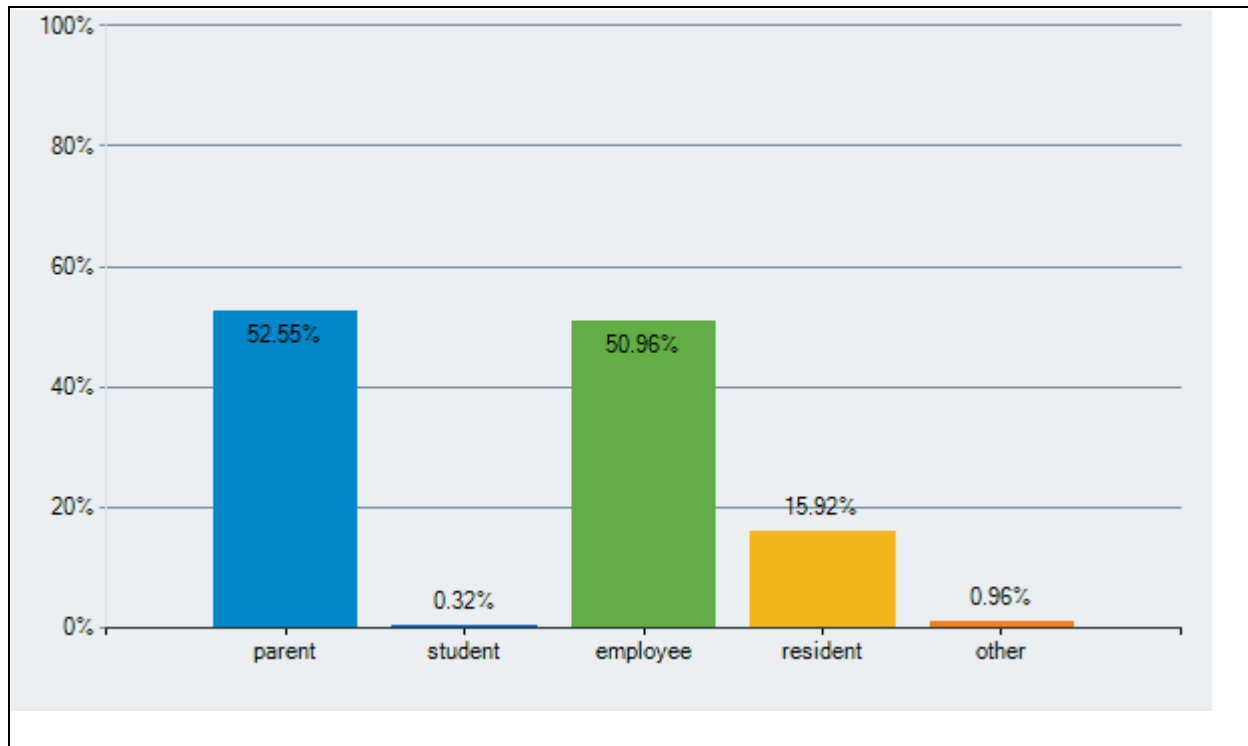


# Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

Results below are frequencies, bar graphs and open ended items into single document

Q1. Are you a													
	parent		student		employee		resident		other		Did not answer	Total	
Responses Received	165	52.05%	1	0.32%	160	50.47%	50	15.77%	3	0.95%	3	0.95%	317

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.



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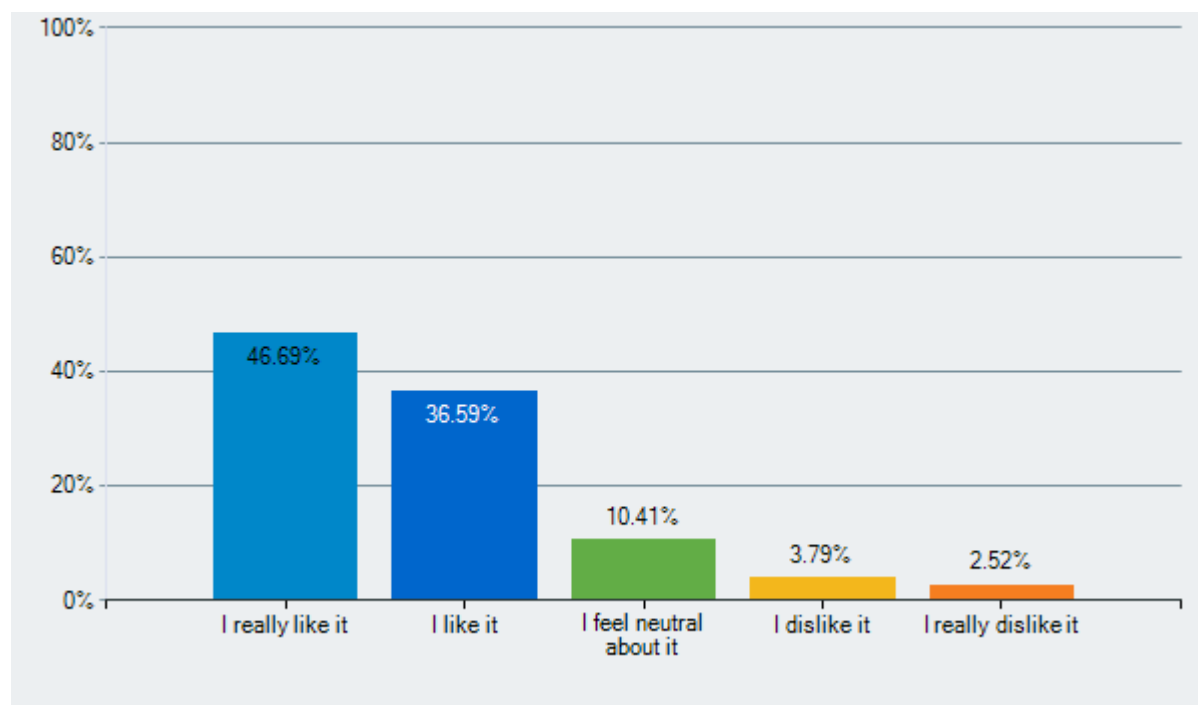
### Q2. Goal #1: Life and Future Ready Students:

Ensure all students are preparing for and excited about their futures through engagement in healthy, safe, and supportive learning environments. Strategies:

- Integrate health and well-being into program implementation, curriculum, and professional learning
- Build cultural relevancy, equity, and global competency practices into all levels of school interactions
- Provide resources to support the social, emotional, and mental health needs of each student
- Embed global competencies, critical thinking, creative thinking, collaboration, communication, and citizenship into curriculum and instruction
- Provide opportunities for students to align knowledge, skills, and personal interests with career opportunities

Please rate your opinion of this goal and the strategies.

	I really like it		I like it		I feel neutral about it		I dislike it		I really dislike it		Did not answer	Total	
Responses Received	148	46.69%	116	36.59%	33	10.41%	12	3.79%	8	2.52%	0	0%	317



If you have comments about Goal #1 and the strategies, please share them here

**(Excludes Blank Responses)**

Sr.No.	Response Text
1	The goal is too broadly defined. Need an specific strategy plan. For example, the schools have way too many early release days and weather closures. How is this goal going to be accomplish with an unnecessarily reduced time-frame?
5	Seems very wide-ranging - not sure if it helps focus priorities and resources.

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8	I think I like it, but not sure what it all means. What does "global competencies", and "cultural relevancy" mean? What does "integrate health and well-being into...professional learning" mean?
11	Hate the phrase "future ready" I also don't think this is the #1 thing we do — I think #1 and #2 should be reversed — teaching and learning should be #1 and then the other goals provide the environment for student success
14	Please also increase the number of administrative staff and teachers to help support and facilitate these goals and strategies.
15	In order to "Provide resources to support the social, emotional, and mental health needs of each student", the School Board MUST approve the budget for more school psychologists. School psychs cannot effectively provide these services, to the degree which they are needed AND you are proposing, by being short staffed. This is an exceptionally important position that students, families, teachers and administrators all count on. Please consider their importance when considering this strategic goal.
16	Maybe something about mental health could be addressed along with well-being in the first part about integrating health and well-being.
18	The first and third bullet points will require APS to fulfill the need for increased ratio of school counselors & psychologists. Bullet 2 should include cultural responsiveness and flexibility, not just competence.
20	These are lofty goals, but what concrete steps will be taken to ensure this happens? First and foremost, I'd like to see a commitment to supporting socioeconomic and ethnic diversity and showing every community is equally valued. There need to be steps taken to dilute the inequalities that exist between North and South Arlington. For example, the PTA in one North Arlington school annually raises over \$100,000. Schools in other areas simply do not have those family funds.
22	This goal is very relevant to the experiences that students will face in life. It is making education more practical and interesting to the students.
25	This goal is all over the place, like a "kitchen sink" approach. So not only do we want students to be academically prepared, they have all these other things? Very stressful. I would focus a bit more here. What are the gaps in student knowledge you are trying to address? Or are you trying to address gaps in APS curriculum and offerings (like APS does not have enough programs and curriculum in health)? I would rework this for greater focus.
27	If this policy were to be implemented, how would APS provide the additional, necessary professionals to carry this out? There are already major strains on existing teachers, counselors, and other support staff.
29	Towards a healthy, safe, and supportive learning environment, add a piece about technology use that is mindful. Technology for the sake of technology is not healthy and doesn't keep them safe necessarily. Giving iPads to 2nd graders and 6th graders is problematic for many reasons. Our children are completely swamped with technology as it is and it is harming their development as well as their social relationships. I blame parents as well as schools for this. Schools should lead the way.
35	How do you integrate health and well being into "program implementation"? What does that even mean?
37	Safe would include following NSTA, OSHA, and NFP regulations about limiting science classes to

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	24 students maximum.
38	What the heck is a global competency? And WHY OH WHY did global competency have to be listed TWICE! Also reorder these sub-bullets 4,5,2,1,3
39	When you define healthy, the following comes to mind, just to name a few. Why does the cafeteria offer ketchup & chocolate milk? Teachers need more training on how support students emotionally. A child should not be sitting, crying in a hallway corner, w/ 4 adults yelling at him, telling him they'll give him something to be sorry about & that another adult is going to be disappointed in him. Why do many parents & students not know who the admin are unless in trouble? BULLYING is huge & ongoing!
41	Speaking as a teacher, the social and emotional health components are critical. There are so many students whose participation in school is being limited due to anxiety and mental health issues. It is my number one concern for the students. The added curriculum creep of forcing kids to complete more classes for their diploma isn't helping. The result has been more crammed course loads and less time for students to take electives, the classes that are often less stress inducing and more enjoyable
42	At the middle school level health is taught only a portion of the year as a part of PE and the class size is often very high (40) without special education support. Learning about health should occur year round and with sufficient resources to make it a meaningful learning experience for all students.
48	This is a great goal, but it's just words unless you spend money and time on it.
49	Eliminate all year-long and high school credit courses at the MS so students can explore a variety of topics. HS courses only create a high-stress culture of needing to over-extend in order to "get into college" and make our district "look good". The only HS courses at the middle school should be Algebra, World Geography and World Languages. There should be NO yearlong electives other than world languages. Band, Art etc, should be semester only! Yearlong MS band limits exploration.
50	-Resources that are provided need to be clear and thorough so staff members aren't left on their own to find resources that will be effective
51	I'm not sure what global competencies are and it is used twice in the strategies. I hope that "equity" is being used in a way that can be truly implemented and not just stated. I also hope that the implementation of these strategies includes ways in which teachers and staff can be supported and incentivized to meet these expectations, especially for students with fewer resources.
52	It's not clear whether any of the strategies listed in more or less important or will be prioritized over the others. This might be important / useful to know. The strategy itself doesn't mention community. There is an opportunity here to emphasize that students have "futures" only in relation to a community. Presumably Arlington would be a logical community to mention even though we realize that some students may end up moving away at some point. But you are, after all, Arlington Public Schools

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If you have comments about Goal #1 and the strategies, please share them here (Excludes Blank Responses)	
53	I like how this started with "health and well-being" because the race to colleges, overdoing APs, the implementation of technology, and the changes in social support system for our (often disintegrating) families means that we are teaching DIFFERENT students today with DIFFERENT tools and DIFFERENT supports for DIFFERENT goals. The same old models and content that served in the past, though familiar to high achiever parents, are no longer relevant.
55	Goal #1 would be better if there was language supporting the need for respect for differences. How can APS "Build cultural relevancy, equity, and global competency practices into all levels of school interactions" while perpetuating de facto economic segregation? As long as boundary changes rank proximity higher than diversity the vast difference in economic status of the student bodies from school to school undermines that strategy.
58	I support the idea of building cultural relevancy, equity, and global competency practices into all levels of school interactions. I would like to know what APS thinks that should look like first. I love working for APS and the students I serve. However, I am always concerned for the well-being of my students. However, I question how much involvement we should have in regards to their health. Empower the parents to make the right choices first before giving that role to the teachers.
63	Can we leave some of the health and well-being to parents? It's a six hour school day, and it's packed. We don't have time to teach hand-washing, nutrition, etc. That belongs in the family, or we need a longer day.
65	I hope APS will prepare good citizens who understand public decision making processes and budgets at the local, State and national levels. More service learning, internships and even sponsored action clubs could help. How about also ethnic studies so students can learn the histories of the different main racial/ethnic groups in Virginia and nationally?
66	This sounds really political. The Arl. school board should not be imposing their political views on us. Instead of focusing on "cultural relevancy", we should be integrating new immigrants into American culture - teaching them to speak and write English, to understand their civic duties - such as obeying the law, paying taxes, serving in the military - and that women are equal to men here. This is how my immigrant ancestors became American and it worked really well
69	The last one is unnecessary and adds too much pressure on everyone, especially teachers and students. If you are doing all the other things, then the last will follow. Given that most students will have many jobs/careers that haven't even been conceived of yet, this would mean tracking them into career opportunities that may not be useful. Let them be. They'll get a job.
70	It is too broad and the language isn't professional- "ensure all students are preparing for and excited about their futures through engagement in healthy safe and supportive learning environments" are they driving this because most students have no idea what's they want or could persue as a career/interests... schedules are locked in so it doesn't allow for students to explore internships in various settings nor take classes at career center- should be more flexibility & parent involvement too
73	Make sure Latinos don't get left behind.
74	Healthy- need to see what is being served in the cafeteria
77	Kind of vague

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88	<p>What is the APS mission for 18-24?</p> <p>Arlington Public Schools instills a love of learning in its students and prepares them to be responsible and productive global citizens.</p> <p>You should have one goal(literally the mission statement) and everything else are lines of effort "nested" to achieve that goal. 5 goals means you are likely over-selling and under delivering. What I've read is based around big, lofty 5 dollar words. At the end there should one goal. Are the 5 goals in priority?</p>
89	<p>Mental health and social support is the most important area to focus on for our children. Please do not shortchange this.</p>
93	<p>With greater knowledge and understanding of one another and the similarities and differences we share, children can discover their place in the world without fear of being outcasts or left behind. Learning to cooperate harmoniously with one another in any group or problem solving objective is vital and an important asset to comprehend.</p>
96	<p>Overall Very good ideas It takes on so much and so afraid so it will be hard to get to all things. It has many important things. Critical things that need to be goals themselves. Cultural competency and mental health together? Although not mutually exclusive - given the complexities of iGen(Twenge, 2017) they need to be separated out. Awkward wording at times Then Global citizenship - Then alignment of career at the end ??? Really jammed packed. WAY TOO MUCH!</p>
98	<p>Health isn't an "academic" subject that is taught like a classroom on health science, anti bullying, or nutrition. Wellbeing for our kids is having more PE, more recess, more structured play time, and not losing playing fields and playground space to trailers.</p>
100	<p>I am wondering how this goal will be measured - how to you measure a student's excitement about their future in a way that is not entirely qualitative. I do like the goal - specifically making sure that staff have the resources to support the student in a holistic manner (rather than just directing that they do so) and I also really like the opportunities for students help students see how their knowledge, skills and so on align with career opportunities.</p>
102	<p>This shouldn't require more Central Office staff and more money. It should mean we focus less on SOL and AP testing. Less on laptops and iPads. Less on all the crap that makes APS look good on the outside while it is rotting from the inside.</p>
103	<p>I like the ideas, but it is WAY too wordy! "Global competencies"?? English please!</p>
105	<p>I would like to see more details on how these goals will be achieved with minimal budget increases.</p>
108	<p>Implementation of this goal will require that students have the ability to read on grade level, a serious weakness at the present time, and focused professional development that both engages teachers and provides enough lead time so that it is not rushed or chaotic (think Canvas rollout).</p>
110	<p>This feels as a strong focus during a time when students are over-stressed and over-worked, and increasingly aware of the emphasis standardized testing is having in their learning experiences.</p>
115	<p>In my view, you cannot teach cultural relevancy, equity, etc. without diversity in the schools.</p>
117	<p>The #1 goal and priority for APS should be 100% of students on grade level or reading and math every year every grade. If we meet that goal everything else we want for our students will fall into place.</p>

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If you have comments about Goal #1 and the strategies, please share them here <b>(Excludes Blank Responses)</b>	
121	By "health" do you mean mental health? And if so, what will APS do to reduce the anxiety and stress DIRECTLY associated with your over emphasis on assessments and advanced HS credits?
126	Include focus on STEM
127	If APS believes in global competencies and so forth, WHY ARE YOU CUTTING THE INSTRUCTIONAL TIME for the FLES program? Bullets 2,4 and 5 are directly related to the FLES program and are already what the teachers do!
128	Please ensure APS stops being a politically active and democratically active group....it forgets often that it is to serve all students and to keep politicals out of the schools. Back when APS was an appointed board and not an elected board, the board was much more focused on more smaller schools and smaller classrooms, we need to open back up the community centers and also focus on improvement and stop being defensive about issues and problems...address them and terminate poor teachers....
129	The title of the goal "Life and Future Ready" sounds awkward. The goal description and strategies are fine and this is an important goal, but the title needs to be restated.
137	I would assume that these are already being done and if the goal is to introduce additional interventions, then strategies should be sufficiently specific that those not participating in the initial conversations should understand what NEW will be done beyond what is already being provided students. What are global competencies? E.G., This is a meaningless term as written - ambiguity at best subject to interpretation.
138	Building cultural relevancy is more effective with real-world experiences
139	One area students lack preparation after graduating, do to little or no education, is personal finance. I would like to see personal finance emphasized as it plays a central role in everyones life. Especially with the number of students that either stay or come back to Arlington after college, it would not only benefit the student but the county to have fiscally intelligent citizens.
143	It is so important to bring our kids into this century with full person approach to well being and preparing them to be contributing, productive adults with careers that are meaningful to them!
148	Seems there are three goals in here - 1) health (need more focus on mental health esp. given recent events); 2) creating a more global student body; 3) providing practical as well as theoretical education so that kids are thinking in terms of future careers. I'd like to see 2) above refer to an inclusive student body. Attending school with kids who are different is an important aspect of being a global citizen. In #1 - I think well being may be too broad - physical and mental health?
149	Would like it to say something about offering a rigorous and challenging curriculum. That should be some where in here. "Future Ready" is an awkward phrase. How about "Prepared"?
151	It is very important to implement as much STEAM hands on learning to the academic process as possible for student's of all ages. Also the need to reinforce the use of various tools to teach structured break downs and step by step processes within a student's schedule as well as within their academic curriculum.
152	If "all students" includes ALL students (students with disabilities), than I really really like it.

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153	"Provide opportunities for students to align knowledge, skills, and personal interests with career opportunities" Consider: Provide opportunities for students to align knowledge, skills, and personal interests with career and/or higher education opportunities.
155	Bullets 1, 3, and 5 are good. 2 and 4 are a muddle of poorly defined buzzwords, and are even repetitive (global competency is in there twice). Strategic goals must be specific and actionable. Some things like critical thinking, creative thinking are important, to be sure. Others are ambiguous or mean very different things to different people, or as a stalking horse for distractions from a focus on rigorous instruction.
156	Love this. The key is to BUILD the facilities that are needed - fast. Build the 4th high school on the career center parcel and make it GREAT!! Integrate all these new goals with an engineering focus. Make it desirable! Think big! Don't condemn the students to 10 years of construction!
161	opportunities to align knowledge with careers is critical
165	What are global competencies?
167	Can you add something about culturally relevant teaching materials. In order to engaged students have to see themselves in the materials and projects that are designed. This might belong in Goal 2.
169	I like the bullets under Goal #1. The only part of this goal that gives me pause is "life and ready students". The phrasing is a bit awkward.
172	I like the shift in focus from student to learner. I don't know how important this is but would really like to change the word from "students" to "learner". Perhaps be more specific about the resources- where are they coming from? Who will be providing them?
174	I like the bullets and ideas but the bold words "life and future ready" sounds funny ... Global citizens/students or engaged and prepared for the future ... or something like that sounds better
176	How will these strategies actually be implemented? How much of this will fall on teachers to implement?
179	What exactly does "embed global competencies" mean?
181	Health and well-being is an excellent strategy. I'd love to see biking/walking to school as options to help with this strategy. It seems that gifted and special education services could be a part of these strategies, but they aren't directly addressed. In any step down plans, I'd love to see those specifically called out for strategy implementation. Please consider adding something about the transportation plan for goal zero.
185	It tries to be everything and is so vague that there is no practical way to set realistic targets and goals for each of these. These are terms, like "global competencies," to make you think that you are doing something, when it is clearly just churn. "Goals" like this are why Arlington students underperform as compared to MoCo and Fairfax Co.
190	This goal sounds great if we keep in mind that all of our students are not headed to college. Let's not forget those students.



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191	I feel like some of these strategies may also fit in well with goal 4.
198	Culturally relevant curriculum materials that recognize the depth and beauty of our diverse learners is an example of "best practices". However, APS continues to use the Lucy Calkins literature materials which promote the use of Euro-centric materials that are neither culturally relevant nor reflective of APS' culturally rich and diverse population. Please consider redesigning in services that use culturally responsive literature. Applause for overdue recognition of mental health issues.
199	These are exactly the things I want my children to have in an education. However, my experience has been that the classroom realities don't always align with these goals, particularly in terms of health and well-being. I think that since starting school, my children are more stressed and less active than before.
200	I am nervous that the health component may include dietary instruction that is too restrictive (and I expect other parents feel that way about other strategies). All of these goal/strategies only work to prepare the students for life if the students are given information and tools but are allowed to make their own decisions once armed with relevant information. The critical thinking piece seems to me to be the most under-taught yet important piece of this.
201	I do not want this to add to curriculum requirements.
209	Goal okay but missing critical strategies: APS spending must support this goal, and not undermine this goal. At this time, APS has been undermining this goal by spending on fancy buildings, protecting the interests of the privileged. Unequal spending decisions limit opportunity to use limited dollars to support equal access and equality of education Arlington. Also, there is a serious need to improve school climate through policy and PIP revision.
210	Regarding health and well-being, I believe that outdoor learning is critical to this process and I hope that this will be a priority for the county. Outdoor learning addresses all subsequent points in this very goal stated above.
213	It is important that the community and parents are actively involved in this goal; the impetus should not be solely based on the schools and education--it is crowded curriculum. Parents need to educate also.
215	Concerned pushing more tech and screens will be justified via these strategies. Need to get the students' faces out of screens and engage with each other. Let's get a real policy about no cell phones during school - make them talk to each other and reduce the opportunity for social media bullying.
222	Global competency and equity sound like leftist indoctrination. APS needs less of that, not more. Respect for individuals and their differences would be a much better goal.
225	The ideas are good. The question is about implementation and measurement -- how will these goals be achieved and how will we know if we are succeeding? Where is the Whole Child in this?
226	Implementing these strategies will also contribute to school safety. Healthy, well-adjusted kids in schools that PROVIDE RESOURCES TO SUPPORT SOCIAL, EMOTIONAL, AND MENTAL HEALTH are much less likely to become violent. This should be our number one priority. We also need more of this to counter the individual-centric culture arising from excessive screen use. Kids have to learn how to interact in COMMUNITY.
229	Many adolescents are focused on right now, thus making it very difficult to get them to focus on

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	their futures.
238	Build cultural relevancy, equity, and global competency practices into all levels of school interactions, including planning AND decision making by Arlington County Public Schools.
239	I really like "life and future ready" as opposed to "college and career ready" for our students. Our students are so much more than "future workers" supplying future employers. I want them to be well rounded critically thinking healthy citizens. Kuddos for getting away from the "college and career ready" mantra.
245	More training for teachers and admin, and more counselors to address bullying please.
246	Early childhood through high school accountability. Accountability – Demonstrating a personal and institutional accountability for student learning and ethical conduct.
248	Please delete the words, "...excited about..." How do you proposed to measure "excitement"?
249	Build cultural relevancy, equity, and global competency practices into all levels of school interactions (This is so wonderful and needed) Provide resources to support the social, emotional, and mental health needs of each student. If this is going to be a goal (I hope the new budget reflects that with STAFFING!)
250	There should be more emphasis on natural sciences and grammar, as well as life skills, such as managing personal finances.
251	This goal should be for all students. HILT students are currently not being completely included as they are taking HILT classes which are not preparing them to compete in a global society. In addition, they are being held back in the same HILT level regardless of their WIDA level. In addition, a significant number of HILT students have emotional challenges as a result of traumatic experiences from their country and our support staff (counselors, psychologists, etc) are not adequately trained.
255	The most important goal for APS is having a seat for every child. APS needs to build a fourth high school now. This is the most important goal for APS. All of the "goals" in this survey are secondary to seats for children. Children cannot learn from distance learning in their homes. That is not an acceptable model for children who need to learn to socialize. Socializing in an in person learning environment is essential to meeting the goals here. Seats are the important. Build a 4th HS.
257	Lofty goals but without sufficient staff to teach these initiatives and support staff to help implement instruction they are meaningless. Resources to support social, emotional, and mental health needs include specialists, particularly school counselors, social workers, and psychologists. But in fact, the work load of the people holding these positions as well as the requirement that they cover more than one, sometimes several schools, makes it difficult to provide a meaningful services.
261	The goals are fine but the prose gets in the way in the statement of the goal and the second and fourth bullet points. I know it is a rough draft, but what does "cultural ... equity" mean in this context? Is "embed" the best verb choice, and could that clunky list be cleaned up? Please run this past your best high school English instructors for a check on clarity. I want to read something reflecting clearer thinking and writing, because APS is teaching my children to write!
263	I like the inclusion of health and well being.

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266	It is becoming increasingly difficult to meet student needs at Kenmore. We have more students and fewer staff, so many students who need co-taught classes are grouped together for most of the day. The ratio of special needs students to general education students is rising so that tipping points have been passed in some classes. This is unfair to kids who need special accommodations and kids whose education is negatively impacted.
267	There are several elements here, some more critical than others. Resources to support social, emotional and mental health are a TOP priority. We need more school counselors. Our elementary school counselor is EXCELLENT, but as our school enrollment increases, she NEEDS additional staff. Critical thinking, creative thinking - YES. Some of the other elements...important, but not as important as these.
268	I like the wording of the strategies but the wording of the Goal itself feels a little clunky. Not sure you need both "Life-ready" and "future-ready" because they're a bit redundant. I like "future-ready" more than "life-ready."
272	What does "Embed global competencies" even mean? This is gobbledygook. Does this mean the person who wrote the survey got a PHD and made up some words? The first priority needs to be seats. That means a new high school - not a made up "program" or a giant Washington and Lee.
275	Like all the bullet point but the over all title is worry and cumbersome ...perhaps some more uniform and deliberate such as preparing Global citizens ...or students for ensuring all students are prepared for a diverse world...etc
276	Implementing a district-wide tier-1 level mindfulness program directly addresses: 1) Integrate health and well-being into program implementation, curriculum, and professional learning; AND 3) Provide resources to support the social, emotional, and mental health needs of each student. Additionally, research shows that individuals who practice mindfulness for just 5 min a day have improved executive functioning (critical thinking), and self-awareness and regulation (collaboration/communication).
277	Great goal if it remains unbiased as to religion, race, and political affiliation.
281	Too wordy. Too much jargon and buzzwords.
286	Please see my comment in Goal #3. Instructional strategies and practices that are inclusive of and take into consideration the diversity of students are strongly encouraged. Making all students feel safe, heard, appreciated, and respected, in their academic and social environments, with specific tasks/actions outlined in the strategic plan, would benefit all APS students and families.
293	It seems that one can't ensure a student is excited about his future. Preparing seems to be able to stand alone as the goal.
295	These are fabulous. But, I wonder what specifically teachers will do to achieve them. I worry about having great goals on paper but limited ability to implement them if teachers are not adequately prepared or even knowledgeable about how to integrate these topics.
298	Health, well-being, and social, emotional, and mental health are integral to the current Health & Physical Education curriculum. Be familiar with what is already taking place and build out from there. There are many more opportunities, but be careful about reinventing the wheel vs. building on current structure, efforts, and success.

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300	<p>I think these are great written, but in the end please think about WHO is going to implement these things? More work on the teachers? OR rethinking about the foods we serve in the cafeteria OR giving them more recess time.</p> <p>Critical thinking, creative thinking are written here, but the test are multiple choice, so you have a contradiction, some students are able to backup their choice of answers.</p>
302	<p>These seem like very lofty goals since teachers are often given very little training or preparation for teaching the existing curriculum. I'd be interested to hear exactly how this will be accomplished. The goal to support social, emotional and mental health needs of each student could be a stand alone goal as it very important on its own.</p>
305	<p>At the March 7 ACI meeting, one of the participants expressed a concern that "global competencies" is jargon. A possible alternative to the referenced bullet would be: "Embed critical thinking, creative thinking, collaboration, communication, and global citizenship into curriculum and instruction." Global citizenship includes community citizenship. The Social Studies Advisory Committee Co-Chairs (speaking as one of them) would be happy to suggest additional alternatives.</p>
312	<p>I'd prefer the goal use the word "positive" with regard to describing the learning environment.</p>
313	<p>I love the focus on the global. I think it is really important to emphasize this because far too often it gets lost and it will be crucial for students in the future.</p>
315	<p>While cultural relevance and global competencies are important as our world grows smaller through technology, I fear there may be a political bent/agenda to the teaching.</p>
316	<p>Are the bullets the strategies? If so, they need measurable objectives. For example, bullet #3: "Provide resources to support the social, emotional, and mental health needs of each student" – we do that now. Check that box as achieved? Or is there more to do? How much more? What are we striving for? What will drive our budget allocations in this area? How do we know when we've achieved this strategy?</p> <p>"Healthy, safe and supportive" is over-used.</p> <p>The concept I don't see here is supporting innovation.</p>
317	<p>Need to add what preparing for . . .their futures in the world of work or further education, etc. This is all process with no end.</p>
318	<p>Do we mean: Maximizing student development and education to make them successful inside the classroom and in a beyond the classroom in global environments.</p>
319	<p>I like these a lot.</p>
320	<p>There is no mention of technology.</p> <p>I know this is a sore spot for the community but we have to teach our students coding. Machines evolve. Our students need to understand the roots of technology and how it works; our students will be the workforce that will work with technology regardless of what field they enter. They must know how it thinks, how to code it, how to manage it. Healthy technology management habits will be one of the keys to a healthy lifestyle: how to use it; when to use it; how it has changed society's ability to naturally learn critical thinking skills and problem-solving skills; and how our students learn to be critical thinkers and</p>

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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If you have comments about Goal #1 and the strategies, please share them here <b>(Excludes Blank Responses)</b>	
	problem solvers in spite of technology's ability to provide answers and solutions at the touch of a fingertip. most of the goals but I think it needs to be overtly stated, as well.
321	Finally, I did not see a strong emphasis on CTE or Academics. Future jobs will require CTE workforce as much as an Academia workforce. Our goal should be to lead students to a path of success through CTE and/or an Academic path forward. I recognize that this is inferred throughout

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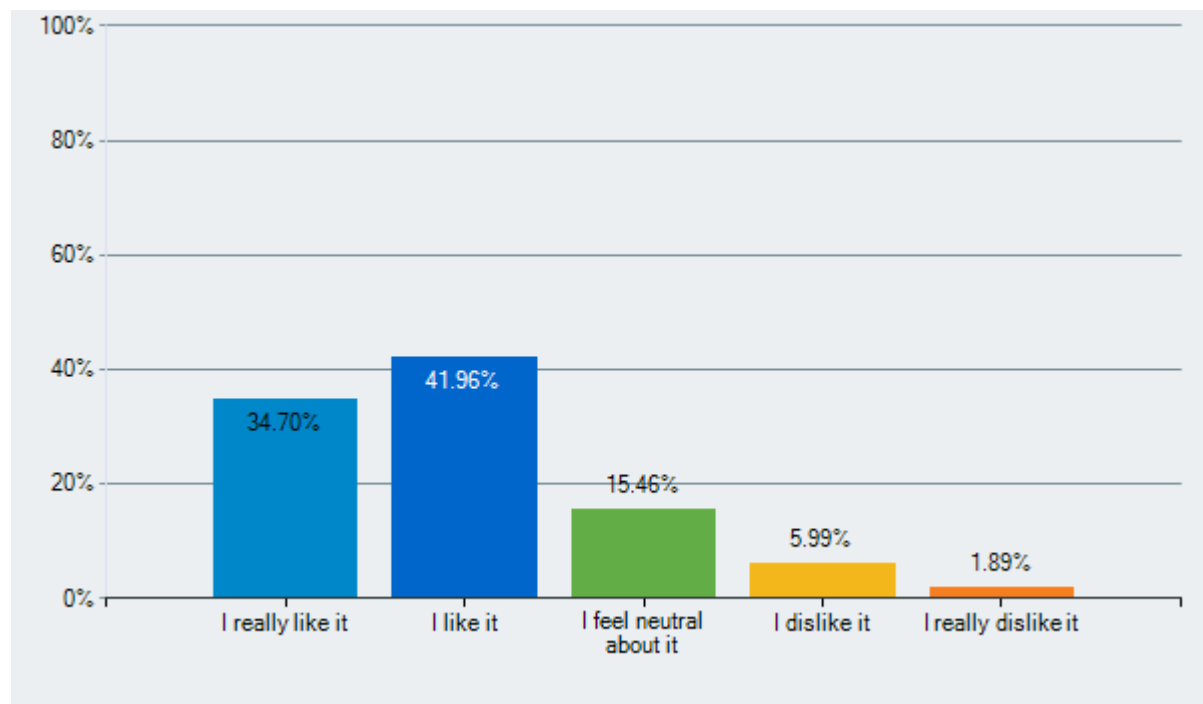
### Q4. Goal #2: Multiple Pathways for Learning:

All students are engaged in meaningful student-centered learning experiences that are responsive to their needs.

- Deliver curriculum through innovative and relevant strategies that are adaptable to the needs of each student
- Implement comprehensive and purposeful assessment and evaluation tools to inform student instruction
- Address opportunity gaps through research-based initiatives
- Provide learning opportunities in a variety of settings, times, and formats
- Increase meaningful inclusive learning environments for students
- Increase high-quality options for PreK-12 instructional models within and beyond neighborhood schools

Please rate your opinion of this goal and the strategies.

	I really like it		I like it		I feel neutral about it		I dislike it		I really dislike it		Did not answer	Total	
Responses Received	110	34.70%	133	41.96%	49	15.46%	19	5.99%	6	1.89%	0	0%	317



Q 5 If you have comments about Goal #2 and the strategies, please share them here

**(Excludes Blank Responses)**

Sr.No.	Response Text
1	Depending on age. Smaller children may need more routine and repetition to establish learning basis before moving to a more dynamic, multiple pathways model.

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Q 5 If you have comments about Goal #2 and the strategies, please share them here (Excludes Blank Responses)	
2	Please move away from teaching to the SOL test. It's damaging the children. There are teaching strategies that will educate children which if done properly will enable them to pass the tests.
5	Question is how ot match up students and opportunities / settings for best results.
6	I would like to see significant differentiation offered - esp for gifted students.APS policy of trying to integrate students by encouraging the push-in differentiation model is really not working.Why not give students who are hungry to learn, the opportunity to learn more?They feel stifled in the current system which encourages integration and parity and does not give them the opportunity to stand out at something they are really good at and passionate about.It's a huge disservice to these kids.
8	I like it, but how it will it all work practically - I guess I'm not just sure.
11	This should be Goal #1 — this is why we exist
14	Please also increase the number of administrative staff and teachers to help support and facilitate these goals and strategies.
15	Important!
16	Regarding addressing opportunity gaps through research-based initiatives--some teachers have very creative and innovative ideas about how to do this and the ideas are not yet research-based.
18	This is a nice idea but the wording falls far short of what is needed. Bullet 2 is vague. We already have assessment and evaluation tools. Doe this bullet mean that currently this has been less than comprehensive and purposeful? Bullet 3 be specific Bullet 4 is a sneaky way to embed a solution to overcrowding via evening classes and virtual classes. That makes bullet 6 redundant. Bullet 5 is too vague and incremental. Don't just increase meaningful inclusion. Make it the norm!!!
20	I feel worried if these goals are only now being considered....
25	This is what I mean by unit of analysis. Notice that all of the bulleted items is about what APS will do for students. It is really clear who will be held responsible to do these things... APS will deliver, implement, address, provide, and increase. I would do the same thing in Goal #1.
27	This idea is great in support of the "whole child." However, I would caution that online learning is not the same as face-to-face, nor do students get the same learning outcomes. What pathways are available to these students already, and how can they be improved without a lot of additional, new programs?
29	It's fine. Learning should also translate into real life skills and be developmentally appropriate. Worksheets are not developmentally appropriate for K - 3rd graders and yet this is a big piece of what they do.
30	I hope the committee will consider the need for universal pre-K for all eligible students.
31	In theory it sounds like a great goal, but when you see the assessment and evaluation tools being used, at least in elementary schools, it is a one size fits all model. There are a few which are appropriate because you can see the progress being made, but the quarterly computerized assessments seem to be not developmentally appropriate for the students ages because of the length of the tests. There are a lot of options for elementary schools right now - is it worth extra \$ to provide more?
37	Again, begin with the understanding that frequent meaningful feedback is crucial which means limiting class sizes to 24 max and limit english teacher loads to 100 students. (Research based)

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39	The following comes to mind: Learning should be student centered, with guidance of a curriculum. Students should not be taught to the test. Bring in STEAM & Mindfulness. More training for teachers and parents.
41	I am a proponent for neighborhood schools. When students attend their neighborhood schools teachers can work more effectively to maximize learning potentials and the vertical alignment of the curriculum in the pyramid. It is also easier to build community support. My experience has been that students who are transfer students have a harder time participating in events because they can't find carpools, and their parents are often less connected with the community because of the distance.
42	In order for this goal to occur, class size needs to remain low AND support staff need to be better compensated to allow APS to attract and retain high quality teacher assistants and special education specialists.
48	This is a great goal, but it's just words unless you spend money and time on it.
49	Personal devices are NOT the pathway to innovative strategies. Professional Development for teachers, paid for by APS, is the pathway to innovative teaching.
51	I like the flexibility these strategies describe and the goal of meeting each students' needs. I want to be sure that we err on the side of person-to-person interactions and learning experiences rather than digital or technological interactions and learning experiences. I also hope that implementation of these goals includes research-based outdoor and play time as part of the learning experiences. Hands-on and physically interactive learning is a very important part of student well-being.
53	We must escape the grade level and semestered delivery of instruction. Not all 13-year-olds can be expected to be at the same place in 8th grade. We need multiple paces and pathways for advancing students through skills and content.
55	What is the definition of "inclusive"? I understand the Arlington County mission statement's use of inclusive refers to racial, ethnic, economic differences, etc. while the use in this goal appears to refer to students with special needs. Pilot a program to recruit experienced, highly qualified instructors to schools with "opportunity gaps" with financial incentives.
58	We have & will continue to deliver curriculum through innovative and relevant strategies that are adaptable to the needs of each student. Differentiation is key here. However, we had a program that worked for our students in math. It was paid up out of our money until December, and was valuable as an additional differentiating tool. However, APS pulled us from the program before our paid contract was even finished. The reason? Other schools don't have it, so you can't. Differentiation???
59	It will be important to roll out curriculum that speaks to this design and provide ways to adapt it as we begin to have more severe and profound students in inclusion classrooms. We also could benefit from adding information about co-teaching for students that require more challenging adaptations because they are coming. General/Sped teaching combinations.
63	This is the core of what we do.
64	Should focus on the children in school, less attention to pre-k. Strengthen the neighborhood schools so kids don't want to go to choice programs, bumping kids out of the opportunity to attend what should be their neighborhood school, cascading the redistricting domino.
65	Arlington could be a leader in hybrid on-line learning and dual enrollment/early college as it faces a wave of overcrowding but increasingly specialized or advanced learning in STEM for



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	high school and college students.
66	We need to focus on diversifying the schools in elite north Arlington. It is striking - indeed a flashback to segregation days - to view the demographic enrollment statistics in our schools. Those in north Arlington are primarily caucasian with few kids from economically disadvantaged families, while those in south are primarily minority with most on free lunches. We should redraw school attendance boundaries so that we have demographic equity at each school.
69	"Innovative and relevant strategies" don't work if you don't give teachers time (TIME!) to develop them or if you keep changing the resources on them (Canvas, anyone?!). As someone who works with teachers, what you should be focusing on is formative assessment and on resources that help teachers build relationships with students. That does not happen through "curriculum."
70	Goal setting should Ben incorporated into wording and vertical & lateral articulation should be addressed as important to know what need going forward and what learned previous year - conversation helps to pinpoint weaknesses & strengths
74	"implement comprehensive and purposeful assessment and evaluation tools to inform student instruction" Why implement something when teachers are always assessing and observing.
80	I have had experience in schools where there were multiple strategies for learning taught to all students. I (and my child) found it to be confusing; it caused more mistakes than one simple, time-tested strategy for teaching/learning. In addition, because multiple strategies were taught, there was more time spent on learning the different strategies than learning the content. Ultimately it was counterproductive.
88	Who decides the priority of the goals? Is one more important than the other?
91	This is so open ended that I am unsure what the expectations are for the educators.
92	This is so open ended that I am unsure what the expectations are for the educators.
93	While I feel this program has positive implications, I feel that more study should be involved as to its effectiveness.
96	Not sure if the work relevant. Proactive may be better. In first line
100	I do like this - and I also know that the teaching and learning environment I am providing meets all of the bullet points within the goal. But it also appears that Montessori education is not valued (as per the current budget discussions) so I wonder if APS is truly committed to providing the resources needed to offer this type of classroom (Montessori or otherwise) as often more resources are needed to support experience-rich, research-based teaching and learning environments.
101	Do Prepare more individual strategies to address individual learning styles rather than trying to fit all into the same mold.
102	You can't keep on increasing class sizes and pretend that teachers can still personalize learning, or adapt to individual needs. The "evaluation tools" is simply code for test them to find their failures, identify their failures, remediate, then test again. repeat ad nauseum. We have a huge and growing population, we need to find a way to focus on our core for all kids. And help those the most that need the most help.

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103	Again, too wordy. For example: "Deliver curriculum through innovative and relevant strategies that are adaptable to the needs of each student" could instead be, "Deliver curriculum via adaptable methods that meet the needs of each student."
105	I would like to see more details on how these goals will be achieved with minimal budget increases.
108	While this sounds wonderful, perhaps a back to basics approach would address the serious reading and writing deficiencies that are very apparent at the middle school level. A research based initiative to ensure that all students are able to read and write on grade level when they enter middle school would be a great initiative
114	Universal design for learning
115	APS needs to focus less on options and more on core schools. Options are great when we are not overcrowded, but spending on option schools is out of control compared to neighborhood/comprehensive schools, e.g., \$100 for the HB building is outrageous.
117	The #1 goal and priority for APS should be 100% of students on grade level or reading and math every year every grade. If we meet that goal everything else we want for our students will fall into place.
121	This sounds like it corresponds to individualized instruction which APS has been paying lip service to for years, but never really implemented. The only way this can happen is with more instructors and specialists and this is never reflected in the actual budget. How about experiential learning at all grade levels? More field trips? We live in the DC suburbs! How often does APS fully support our children's access to all that DC has to offer? Infrequently at best and only if the PTA has funds.
125	Outside of managing the growth of the student population in Arlington, I think that achieving improvements in this area should be the most important goal for the upcoming strategic plan. There are a lot of great schools and teachers in Arlington, but I don't see as much learning, sharing, and implementation of "what works" into other schools. I also see APS spending time, money, and resources on ideas that are not based on research - for example the iPad program.
127	This sounds great on paper, but your reduction of the instructional time for the FLES program is in opposition to your stated goals.
128	However, APS needs to stop being gullible about flavor of the month curriculum, "new math", "ATTS"...."Williamsburg Wolf Time, etc...pilot new curriculum and technologies before going county wide and be open and honest about where improvements can be made. All too often APS makes uninformed decisions and instead of piloting new initiatives, APS digs it's heels in and decides something is going to be the best thing since sliced bread before it's even been implemented and needs to solicit feedback.
131	I like this in theory, but not if it just looks like more tests/assessments and more time in front of a screen.
135	The word innovative implies something new/different. As an educator, the focus seems to be on continually changing what we are asked to do rather than improve what we have in place with time, effort, and education.
137	Focus strategies instead of having them wrap all kinds of nice language like "meaningful" and "inclusive" that don't tell me what will actually be done. Some of these were reflected in the last plan and have not seen much in APS to show me they are meeting children's learning needs in terms of catering to children who are bored by an unchallenging curriculum. Focus

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	remains on lifting the lowest percentage of students to hit SOL targets, not "meaningful" instruction that supports love of learning
140	Uncomfortable that this is code language for increasing reliance on technology, which moves away from critical thinking and social-emotional skills. Uncomfortable that these demands will place an unreasonable burden on teaching staff with no increase in compensation and planning time.
141	Is personalization about better instrumentation and technology or more intimate, one-on-one learning? I hope the second. Teachers become better guides and mentors through personal contact I would think.
143	Perfect
145	I'm not sure what this means.
148	There are a lot of innovative programs in APS. I would love to see these expanded and for kids to have better access to them. As it stands, many kids who would benefit from these special programs (Campbell, communications program, flipped classroom) are excluded b/c the programs are limited to lottery or neighborhood. It would be great to see program accessibility driven by student need rather than school/teacher interest.
149	Should say something about providing rigorous and challenging curriculum for high achieving students.
150	great for our special education students especially, more inclusion!
151	Unrealistic at APS's overpopulated school's the need to provide a more equal number of student's across APS (North & South). Unfortunately all too often the ESOL student's receive the most small group support due to the State & Federal funding received. This means the SPED student population all too often falls through the cracks. No academic accountability for identifying of SPED population from Elementary to Middle school level. Too much passing the buck and not enough identifying supports.
152	This sounds awesome, but could also turn into tracking students and actually separating them more.
153	"Address opportunity gaps through research-based initiatives" Consider: Address opportunity gaps through research and evidenced-based initiatives Also, I'm undecided about including the last bullet point presumably addressing the need for choice options beyond neighborhood schools, without more data to weigh the decision of APS and the County's commitment to Choice Programs. How much do each of our Choice Programs cost versus Neighborhood Schools and do they achieving the intended goals?
155	Better than the first one, but problems remain. Bullet 5: how does one "increase" "environments"? That's not even grammatical. Inclusive environments are at cross-purposes to adapting to individual needs. Bullets 1 and 3: Innovative strategies are by definition not based in research because they are too new to be researched thoroughly. You get one chance with a child's education. Don't waste it on experiments. "Beyond neighborhood schools" sounds like an excuse for insufficient school space.
156	Not sure what this translates to. I'm against putting students in shifts, in makeshift classrooms, leased office spaces, and against online learning. Kids need a brick and mortar traditional high school. You can fill that with tech and innovation!

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159	Maybe add, "and help them reach their full potential" to goal. Dislike strategies. Concern about including what seems reference to expanding option schools. Like reference to expanding options within neighborhood schools. Not sure what is meant by "research-based initiatives" to address opportunity gaps--more important is addressing them, not using a research-based strategy. Think "access" needs to be mentioned to ensure students of all demographics represented in high-level courses
169	This sounds lovely but the goal does not contain any mention of teacher professional development to prepare for the multiple pathways for learning.
170	This could be a hard sell-parents, and teachers may be afraid to move away from SOL as a display of success. This is a state measure of success.
171	I like the idea of using the terminology "student-centered learning", but if we are moving towards personalized learning and these "buckets" are going to be sticking around for more than just the following year, don't we want to begin using the terminology that we will eventually be moving towards?
172	Is there a way to include this in the performance management system mentioned in Goal # 4? Teachers are stressed about how the SOL scores reflect on their teaching ability. Having some mention about how we are moving beyond using tests and test scores alone AND having it reflected in the goals, the professional management system in schools, and the message that we receive might be important in making sure that Goal #2 is upheld.
176	This goal sounds lovely if you are a parent, but how do you plan to prepare your teachers for this goal and for these strategies? Each of these strategies, it seems to me, will require teachers to do more than they already do.
181	I love that you address the needs of differing students and differing ways of learning with this goal and strategy. I'd love to see more specific implementation of special education and gifted services called out in step down plans. In addition to opportunity gaps, please broaden this to include all gaps that need addressed. For example, Address learning, developmental, and societal gaps or inequalities through research-based initiatives.
185	This will lead you astray. You don't need an "innovative" way to "deliver" curriculum. You are already lost when you talk about "delivering" a curriculum. What about teaching? What about high standards? Words like these let you think you are doing something, when the results are unimpressive at best.
187	I think this is great if it also supports gifted students
188	The first strategy listed doesn't seem to be one that is really attainable for each student. For instance, block scheduling in middle school is not a curriculum delivery method that can be consistently adapted to meet needs of an ADHD student. There are probably other delivery methods that are equally problematic for other challenged students.
199	I am very happy that my kids go to schools that have these strategies and goals in mind, particularly the emphasis on research-based initiatives. I do not think that the experiences they have in school are always student-centered.
200	These are only possible if the teachers have lots of PD and planning time to meet all these diverse needs and come up with all the various required tools and strategies.
209	Goal okay but strategies language needs work. What does "innovative" mean? I want effective strategies. Not bells and whistles. An IPAD does not provide instruction . . . and it can be terribly distracting for some students. Also, we need different career paths. Pushing AP classes

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	above everything is hurting our students.
213	Yes--more strategies and BRAIN RESEARCH to make education stronger and reach all students through their needs and strengths. No--assess for better education and strategies not to "push" students and create stress in their lives. More research about the STRESSED CHILD and take the assessment in prospective!!!
215	These strategies are vague; how would they be implemented? Is there classroom space to pull out multiple tracks of teaching types, where would budget \$ for more teachers come from? #2 looks like a thinly veiled attempt to having more testing :( #3 enough research, more implementation needed #6 what does this mean? What is a high-quality option? Indicates there are now low quality options in neighborhood schools
218	regarding purposeful assessments, are students able to recommend methods to improve or evolve their academic learning plans at all levels?
225	Some of this is awfully vague, especially bullets 3 through 6. What do these mean, in reality?
226	I am in favor of "student-centric learning" but have NOT found the implementation of individual devices (especially iPads) has achieved that. And, when "learning opportunities . . . at various times . . ." means children have homework due on weekends and holidays, I think that negates some of what we are trying to achieve in Goal #1. The goal is fine but we must be careful about the implementation of the strategies. Devices are not the panacea they are purported to be.
236	The phrase "research-based" is confusing—is there a strong research base on ways to address opportunity gaps? This strategy in particular should be coordinated w/ community resources. What is "inclusive" in this context? Might need definition to make clear that it applies to racial and SES diversity as well as sped. Also, there is a callout to ensuring staff represents demographics. Think should be call out to ensuring advanced courses also reflect demographics of population.
239	Let's make sure we are not going down the path of technology algorithm driven instruction to determine mastery. (Kids at computers or with iPads in hand moving through self-paced modules that constantly assess them.) Students need a variety of vibrant learning paths with a well resourced professional teacher leading and supporting the way. There also needs to be room for whole group, small group, and individual instruction, and face to face collaboration. That is how lasting learning occurs.
240	Hire more staff with training in learning strategies and providing counsel to each student on their learning style and how to succeed within their own learning strengths and challenges.
246	Students need to take advantage of technology. Innovation – Challenging ourselves to create unique ideas and innovative solutions in a technology vibrant environment
251	Again, this should be for all students. HILT students are not receiving this. Many of them are repeating the same classes over and over again regardless if they have passed the class.
255	The most important goal for APS is having a seat for every child. APS needs to build a fourth high school now. This is the most important goal for APS. All of the "goals" in this survey are secondary to seats for children. Children cannot learn from distance learning in their homes. That is not an acceptable model for children who need to learn to socialize. Socializing in an in

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	person learning environment is essential to meeting the goals here. Seats are the important. Build a 4th HS.
257	Inclusive settings are great in theory. Will APS commit the funds to make sure that class sizes, teaching assistants, and balance of enrollment in a specific classes is sufficient to support this goal? Historically, this has not been so. It's not enough to put a special needs student in an inclusion setting with 25 other students, who also have special needs and one aide, who may or may not have sufficient education and experience to support the teacher.
258	Student-centered learning experiences are great; however, I question what this idea looks like in the classroom to those who created it. Meaningful learning takes place through a variety and combination of strategies. Direct instruction has a need and place in the classroom. Strategies adaptable to the needs of each student --to what extent? If this means that all students are on a personalized plan at all times, that is unrealistic and not appropriate.
261	Yes, please do all this. This one reads more clearly than Goal #1 and seems readier to enact.
264	The district needs a common approach to achieving this goal. This needs to be enforced and expected in all schools no matter what the focus.
265	curious about the resources available to all staff to make this possible.
267	I really like this as a goal, but I think it's a fallacy that this can be truly implemented with our current teacher:student ratio. We need to be honest with ourselves about how much a single classroom teacher can adapt to EACH student. It doesn't make mathematical sense or common sense. More reading support staff, more math support staff, MORE GIFTED SUPPORT staff. Please acknowledge that the current method of gifted services is not meeting the potential of our gifted students.
268	"Responsive" is the key word here. It's not just that there are multiple paths, but the "paths" are flexible and can shift as the student's needs shift. Perhaps "Responsive Pathways for Learning: All students are engaged in meaningful student-centered learning experiences that adapt to meet their needs."
272	Teachers need to teach. Ipads and similar devices should be used in a limited fashion to supplement instruction - they should not be the primary vehicle. But again - the first priority needs to be seats for students in comprehensive programs - not choice schools (basically Arlington's charter schools).
275	I really like this goal, however, opportunity gaps is clear educational jargon that the end users may not understand. It is a term that is only used in a few educational settings. It is important that all stake holders understand these important points. Students and parents and even some educators may not understand what gaps your are referring . Increase opportunities or experiences for minority, diverse learners, second language students, first generation, African American, Hispanic...etc
278	I have concerns about high-quality options beyond neighborhood schools drains more diverse schools of their white population. This is what is currently happening.
279	I think the inclusion piece of this goal is so important and can be beneficial for students!
281	Too wordy. Too much jargon and buzzwords.

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284	If this is trying to address Personalized Learning, could we include some aspect of that for staff as well? Trainings need to be personalized...
286	Please make a concentrated effort to include project- and problem-based learning as part of the means by which students are evaluated/assessed. Project- and problem-based learning allows students to use knowledge and abilities across a range of disciplines and learning environments to solve problems while thinking creatively and broadly, preparing them for 21st century jobs and careers.
290	While it's great to find and implement pathways for learning, it's also useful to stick with new initiatives for a longer length of time to deepen the use. Too much change too often lead to superficiality. Please add the idea of deepening use.
293	Can a learning experience can be responsive? A more appropriate wording might be "both challenging and accessible according to" instead of "responsive to." I don't think it is important to provide varied times, settings, etc. Perhaps by saying "provide varied learning opportunities" allows for it to be implemented appropriately according to each child's profile. I don't think it is appropriate to include the word "increase" as the goal. Maybe "provide" or "standardize?"
295	Right now, I see Oakridge Elementary succeed at doing this without making students feel they are in a different type of learning environment and ensuring kids can close achievement gaps. I hope this will continue and be part of education for the entire APS system.
297	My concern is often when "multiple pathways" is mentioned there will be significant reliance on technology and on-line learning. Many of our students do NOT learn well on-line. If you truly aim to adapt curriculum to the needs of all students, technology must not be a requirement but rather a choice. Many of our students need more face to face interactions and time to work together rather than more of a digital/on-line presence.
300	I think you are to get away from the "traditional" teaching methods, but if you are going to implement something please think long-term, and have the budget to do something long-term.
301	I think it would be more to the point if we as a district just said, "Hire the best teachers we can" since this long list details what good teachers have been doing for millennia.
302	Again, lofty goals to attain when I don't see current expectations properly supported with staffing or funding. Exactly how will the current plan for increasing teacher - student ratios accomplish these goals?
305	"Student-centered" is somewhat vague in my mind. "Student-driven" might be a better term. "Variety of settings, times, and formats." Do not want to see reference to "times" used as a basis for time-shifted education. "Opportunity gaps" sounds like a euphemism for the old term, "achievement gaps." Would prefer to see the old term included here because everyone knows what it means. "Opportunity and achievement gaps" seems fine if these are two things.
313	However, in my opinion the last thing we need is more choice schools since I think it splits the focus of the county and erodes investment in neighborhood schools, not to mention the inefficiencies of busses criss-crossing the county. I think I would take away the phrase "beyond neighborhood schools". I like student centered learning, but I'm not sure that everyone truly understands what it means.
315	I truly see the value of the responsive teaching model, yet believe there are true challenges to implementing this e.g. class sizes, a real change in teaching for parents and teachers, etc. I look forward to future training/discussions to address these challenges as we implement/apply this model more and more.

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Q 5 If you have comments about Goal #2 and the strategies, please share them here (Excludes Blank Responses)	
318	What is an opportunity gap? If we show that everyone has equal opportunity, do we then get to ignore performance gaps?
319	The subjective terms sound good but how and where do we define “meaningful” and “high-quality”?
320	Arrrggghhh. More jargon . . . meaningful, student-centered etc etc
321	All students are challenged and engaged in learning experiences that are responsive to their needs.
322	The rest is redundant jargon.
323	Deliver curriculum – how about ... Use innovative and relevant techniques that are adapted to ensure all students learn and access our curriculum
324	Purposeful . . . why???? Take it out
325	What is a research based initiatives – it should be research based interventions
326	Provide inclusive learning environments for all students
327	Increase high-quality preK-12 education within and beyond neighborhood schools
328	Do we mean:
329	Transition from teacher-driven instruction to student-centered learning to maximize differentiated instruction?
330	Perhaps we can say something a bit more assessable language:
331	Provide engaging learning that gives students more opportunities for teachers to support active and hands-on educational opportunities. (Do we want to say something about digital devices?)
332	I feel like this goal needs to start with the basic premise:
333	Provide every teacher in every classroom with the materials, tools, and training needed to ensure the success of every student.
334	Suggest deleting the assessment bullet.
335	I would avoid the term, “initiatives,” as we are struggling to reduce demands on our staff. Perhaps... “Address opportunity gaps via targeted use of resources.”
336	I felt that an emphasis on high expectations for all of our students is something we need to address in our strategic plan. We are not there yet as a system and many students still have experiences where expectations are lower for them than those for some of their peers. This leads me to my next bullet point.
337	I am concerned that the opportunity/achievement gap is not clearly mentioned. We have not closed it. Perhaps it should be stated in a goal that we will address the opportunity gap with differentiated learning or addressing the students needs as individuals and not cohorts, as has been mentioned in discussions about this. Happy to head in a different direction about addressing it but we are not even mentioning it in these goals, with the exception of one bullet point in Goal 2 about research-based initiatives. If it is somewhere else I missed it in the multiple readings of the work.



## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

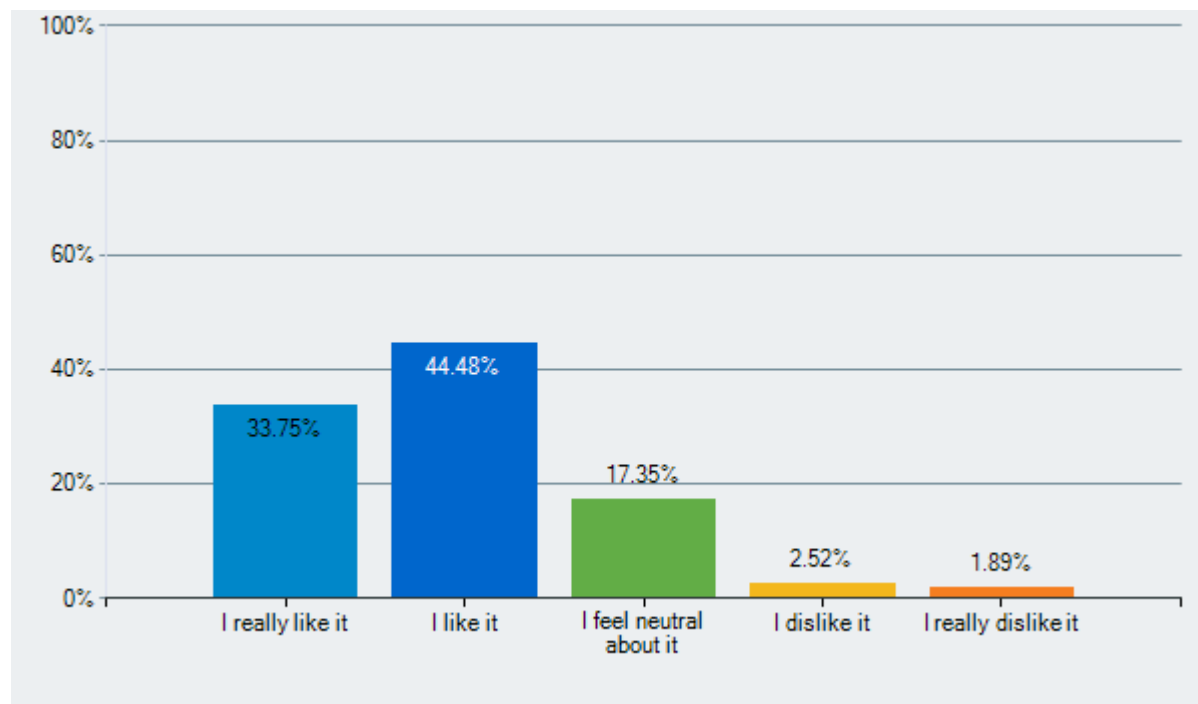
Results below are frequencies, bar graphs and open ended items into single document

**Q6. Goal #3: Strong and Mutually Supportive Partnerships:**  
 Strengthen connections between schools and the community to broaden opportunities for student learning, development, and growth.

- Facilitate transparent communication between schools, families, businesses, and other organizations
- Implement new models for collaboration between schools, businesses, and other organizations
- Empower and support families to be actively engaged in their children’s education
- Provide training for staff on strategies for increased family and community engagement

**Please rate your opinion of this goal and the strategies.**

	I really like it		I like it		I feel neutral about it		I dislike it		I really dislike it		Did not answer	Total	
Responses Received	107	33.75%	141	44.48%	55	17.35%	8	2.52%	6	1.89%	0	0%	317



**Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)**

Sr.No.	Response Text
1	We live in a global world. While working with the community is good, too much emphasis on the local may lead to an education without perspective on the broader picture. I would emphasize the global over the long cal.
5	Not sure about collaboration with businesses, or how that would work.

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)	
6	It sounds good on paper. Not sure how this will be implemented.
14	Please also increase the number of administrative staff and teachers to help support and facilitate these goals and strategies.
15	Again, school psychologists and school social workers are very often the liaisons between schools and families re: extremely sensitive issues that factor in significantly to student success. Student Services employees must have the time and availability needed in order to provide this key connection and facilitate meaningful and communicative partnerships.
25	Here, I would also focus on instead of adding MORE, like more communication tools (more emails, texts, announcements, etc for parents), we also look at effective models for collaboration to meet the needs of all families and community members. For example, "provide training for staff on strategies to increase all Arlington families and community members to engage in the school". Also, I would increase ways for parent and community feedback and how APS will use the feedback to IMPROVE.
27	There are so many barriers to community engagement in place at my current school--teachers have to register and have volunteers sign forms, etc. and it is increasingly difficult to get field trip time due to budget constraints, increased emphasis on AP/IB level courses, and examinations that require significant in-class time.
31	Getting families engaged, especially those who are from other countries is important!
39	Problem: This only happens in North Arlington. The higher ups don't seem to care to strengthen community involvement in South Arlington. Solution: Provide admin with strategies, requirements, and deadlines. Teachers can only do so much when admin is unsupportive and uncommunicative. Too much money is involved in influencing where resources go.
41	If you want families to be actively engaged in their children's education, have them attend their community schools. The more we offer school choice the less community engagement we will have.
42	APS does a great job of engaging the community already.
43	This should include prioritizing reinforcement of neighborhood communities when school zones, bussing, etc. are considered. Right now the rezoning efforts don't seem to take that into enough consideration by splitting up neighborhoods when assigning schools and shifting zones between schools in a non-strategic way as the board tackles overcrowding at each education level (e.g. elementary school zoning may split a community one way and middle school zoning another).
48	This is a great goal, but it's just words unless you spend money and time on it.
50	I am curious about the strategies that will be suggested to increase family engagement.
51	This is especially important for schools that have diverse student populations and/or parents who might need transportation assistance or translation or accommodating hours for meetings/events, for PTA involvement and other school or community activities. Encouraging ways to engage with the community and families is a great way to strengthen students' education and connections with the world around them.

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)	
53	At the core, we need each individual school to be strong and focused internally on its students. Inform PARENTS of choices for programming within the system and available from businesses. There's value in the last bullet because use of electronic devices is DECREASING ability of parents to partner for learning. Point faculty focus and technology enhancements towards means for diversely able parents to help their children.
55	APS administrators and School Board should seek greater community, staff and parental input and response to decision-making.
58	Providing training for staff on strategies for increased family and community engagement would go a long way to aid us in our ability to bridge a number of gaps. I would love to know what this will look like, and will we actually be given an opportunity to make this type of positive change?
63	We have to permit school staff to focus on instruction - teaching and learning, and have support staff who focus on this work. Expecting teachers to do all of this is setting them up for failure, and at the heart of our morale issue.
65	I hope that the needs of vulnerable students such as those experiencing homelessness, in foster care or otherwise-system involved (e.g., JJ, mental health) are also having their needs addressed in model programs for the State and DC area. The county and state should have an interest in supporting them too.
68	For issues of great importance like the recent school board push to create new school naming criteria that is also REQUIRED to be used for potential renamings, a broad community VOTE should be used FIRST to see what the COMMUNITY wants. This has not happened in regard to naming/renaming. Use of outside facilitators should be avoided. Not necessary. Many public debates and vote before moving forward. An Arlnow.com poll returned >87% against removing Lee from W-L. The SB presses on nonetheless
69	this is fine and would take care of the last part of Goal #1 (Provide opportunities for students to align knowledge, skills, and personal interests with career opportunities). However, providing "training" (usually one-off) without providing human and monetary resources for increased family and community engagement is yet another overload on teachers.
70	Sounds good - how?? Specifics?? School system rigid and need to be more flexible to allow this to happen
80	I feel that schools in Arlington already have strong communication and collaboration models with parents. Regarding collaboration with business, I am less sure that is a worthy goal as it would not seem to be particularly relevant nor productive. Collaboration with the local government structure might be more interesting to incorporate visits and learning in social studies on infrastructure, politics, demographics, etc.
93	I strongly support this program, because I feel that children learn through others' experiences as well as their own and a good way to do that is to meet new people. This program can enable children to do so in a safe way without pushing comfort zones, and help the community overall.
96	Overall good I think the understanding of why this is critical and marketing of the mutual benefit to the child, family. Community etc needs to be highlighted The value of seeking community input and using it. Transparency.

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)	
97	Focus on working closely with county board to support expansion at the Buck Property for ASFS and other county locations to support the growing student population - whether new schools or space for expansion
98	The key "community" that needs to coordinate with APS is the county. Why the two groups do separate strategic planning and do separate budgeting and do separate CIPs is ridiculous
100	I like it - and I also think that this is something I and my colleagues are already doing in my school. I don't think any of the other goals can be reached without partnerships among home, school and community.
102	I don't think I understand this. APS and the county need to work together better. But schools and businesses? Are you suggesting "Arlington Science Focus, brought to you by Lockheed Martin"...? We have some parents that are overly empowered and engaged. The ones that are not engaged are generally the ones who work too much (poor or rich, the problem is on both ends).I don't think we can "empower" them with a nice tagline or seminar... Staff don't need training, they need time and tools.
103	Much more straightforward than goals 1 and 2.
105	I would like to see more details on how these goals will be achieved with minimal budget increases.
108	How will APS ensure that all parents have access to school applications/lottery opportunities if they do not have access to WIFI? Putting the goal into practice will require stakeholders from all groups so that everyone has access to opportunities.
117	The #1 goal and priority for APS should be 100% of students on grade level or reading and math every year every grade. If we meet that goal everything else we want for our students will fall into place.
121	Again, lip service. It's been our experience that family engagement happens as the K-5 level. But once a kid hits MS/HS teachers are loathe to involve parents. Unless they need us to volunteer or raise money.
122	Will APS fund staff professional development opportunities for this and other goals? Given the cut on pd this school year, will this trend continue in 2018-2019?
125	I'm not sure whether this should be a priority given other areas that need a lot of attention - especially planning for and managing the growth of the student population.
127	You claim to want community engagement, yet are downgrading the FLES program, which most definitely gets parents engaged-especially Hispanic parents who see their cultures are regarded as relevant. How much more do you expect teachers to do in a day? I can use my time to instruct and formulate instruction which addresses your stated instructional goals, or I can Twitter away. Which do you want?

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)	
128	The county needs to focus on county issues and the schools need to focus on school issues...APS tends to blur the lines as APS should only be focused on 5-18 year olds and improvements for the future with stronger partnerships with parents, we will tell you where you can improve if you ask us as opposed to always pushing forward with new strategies without meaningful community feedback...if we start to talk more about process improvements and weaknesses and opportunities for growth.
129	An explicit statement about diversity needs to be made for this goal. Bullet point #3 is a good place to add the word "all": Empower and support "all" families to be actively engaged in their children's education. There should also be a separate bullet point about diversity related to families and communities.
137	Unclear as to what performance gap this addresses, although welcome APS responsiveness to parental frustration with an underperforming curriculum for elementary and middle school that sets them up for unnecessary stress in HS. Advise APS to broaden learning opportunities in the classroom before spending resources on extracurriculars unless student projects directly link activities to tangible impacts for community members so students can explicitly be global citizens creating the change they want
143	Arlington is a rich community and we are not currently maximizing the input we could have from local businesses, non-profits, and local leaders that could grow children's perspective on the world and what they can be.
145	I think that schools should definitely foster families' engagement in their children's education. But I don't know what that has to do with collaboration between schools and businesses.
148	The first bullet point - can it include something more specific about APS providing information on all programs and services on the website? Information is sketchy and incomplete. Not sure if this lack of transparency is intentional or not.
150	I like the transparent communication piece, I'm neutral about the business connection.
151	Need district school's (elementary, middle and high school) to be accountable for identifying and supporting the student's needs on all levels. It needs to be a collaborative effort and the students support needs detailed from elementary to middle to high school within the triangle.
152	Meh. Isn't this already happening?
153	"Facilitate transparent communication between schools, families, businesses, and other organizations" Consider: Facilitate transparent communication and data sharing between schools, families, businesses, and other organizations.
155	This is good.
156	I think this one is already happening. There is already a lot of support and engagement.
158	I hope this addresses homework, both the stress it places on our kids and the inequity of our home environments in responding to it.
159	Would add, "Provide training for parents on how to be effective advocates for their, and all, children."
161	Working with the community is extremely important

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)	
165	I love the idea of creating and implementing collaborative engagement between schools and businesses / other local organizations. I would like to see internship / externship opportunities provided to students as broadly as senior experience / senior projects are in the high schools, and I am not sure that the expertise exists at the school level to create these relationships. I would like to see energy, money and person-hours spent in the central office to create these relationships.
166	I think this is key. I think we should consider the education systems established in other countries who show success in education. For example, in Europe, there is a great emphasis in developing and preparing students in their fields of interest. So much so that it is a requirement for students to live and work during their high school and college experiences.
168	Supporting staff in this way by connecting to organizations in the county/businesses through the individual schools would be great at helping with this!
170	A lot of competition with such a small community.
171	Facilitate transparent communication between schools, families, businesses, and other organizations- a greater need for translations/translators for our language learner students and communication between staff and parents!
173	Family education/engagement/support is a huge factor in middle school success. However, most of the training and programs are right now done by teachers or school staff. This is extra hours, extra time. It would be important that there is additional staff to work on this strategic goal. In other words, great idea....how will we create the sustainable bandwidth to make it work?
174	I like the idea of involving parents more and having that be part of our goal and strategies.
175	Second bullet "Implement new models for collaboration" should include families as well. Should include collaboration among schools (both within APS and possibly other districts?) as well. That would provide a huge benefit in many areas! (professional learning, engagement, efficiency, etc.)
179	Through my time at APS, I think parents are already empowered to be actively engaged in their children's education.
181	Please add "families" to the connections between schools, families, and the community...
185	You need to simplify so you can actually figure out what you are talking about. I hope that no money was spent on developing this ridiculousness. I am embarrassed for you.
190	This goal needs to emphasize partnerships for students who are NOT college bound. We cannot lose sight of the need for career/technical education that will not be followed by four years in college.
191	Is it "transparent" communication that we need between schools, families... or are we looking for effective, or seamless communication?

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)	
200	I am unsure of the role of businesses in public education; hopefully this is limited to fundraiser or sponsorship of teams and clubs or the donation of services. I like the goal of including parents through outreach, but I note that the solicitation for participation in this survey was only in English (and if someone got past the English-only invitation, the only language options for the survey itself were English and Spanish).
204	Parents are already empowered enough in Arlington and can make their own decisions about engagement without teacher intervention. This sounds like an additional duty for teachers and at some point a parent is going to have to step up and 'parent' their own child, this is not the duty of a teacher.
209	Ideas okay, language needs work. Transparency matters, but meaningful communication is what matters. Training of staff won't matter if staff presentations steer opinion in a particular direction, or limit the options on the table that can even be discussed. There also needs to be a focus on student engagement. Also, APS FOIA responses are inadequate. APS should provide more online in readily searchable formats that are user friendly.
214	I think more teachers should do home visits to students homes before major transition periods (kinder, 6th grade, and 9th grade) so the teachers can align on goals with the student and families, and have a better sense of who they are working with and working to serve.
215	Concerns about strategy #2; don't want it to go over a line to corporate sponsorship
218	If promoting cultural/community engagement, recommend volunteer opportunities for students to interact/participate with local organizations.
225	This is good! The question is about implementation and measurement -- how will these goals be achieved and how will we know if we are succeeding? Not sure that APS really knows how to be collaborative with outside groups. The Family and Community Engagement policy and procedure, and the work of that action team provide excellent models for how to meet many of these goals. Plus they are research-based and help reduce inequities.
226	I'm especially in favor of "Providing training for staff . . ." I do NOT think APS does a very good job of this right now. I think APS has had a one-sided approach to "engagement" -- simply pushing information OUT to families. How well APS leaders and employees LISTEN is the real test.
227	Me gusta el fondo no la forma - I like the background – not the way
229	Community involvement can teach students about many concepts in a real life way.
234	please carefully examine any 'learning materials' submitted by business/trade groups, as they are often just corporate propaganda e.g. USDA suggestions to eat more meat.
236	Could be strengthened by listing county government as a partner. Also could mention that these new models of collaboration should both increase efficiency of systems and ensure that individual children get the support they need whether in or out of school.
238	The last bullet for #3 is critical. Arlington County Public School staff have a reputation of creating a lot of task forces and holding meetings to look as though they care about the opinions of family members and the community, but ultimately show little regard for those interests unless they reside in North Arlington.

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)	
239	Again, please make sure our community and our students are not all about what the business community desires.
245	Train admin and mandate this; create measurements/goals/requirements!
250	APS is not transparent enough.
251	Again, the HILT community is not always involved. Parents do not feel empowered. The county needs to do more in regards to this.
255	The most important goal for APS is having a seat for every child. APS needs to build a fourth high school now. This is the most important goal for APS. All of the "goals" in this survey are secondary to seats for children. Children cannot learn from distance learning in their homes. That is not an acceptable model for children who need to learn to socialize. Socializing in an in person learning environment is essential to meeting the goals here. Seats are the important. Build a 4th HS.
257	Hugely important. Will APS make a commitment to providing time for staff to shoulder this role in addition to the many, many other requirements they are expected to meet.
258	This is a wonderful idea, but please, do not put all of this on the teachers. We have too much to take care of already. When new initiatives are dropped on us, then the kids are the ones who suffer because we are stretched too thin.
261	It bothers me that the business bullets are listed ahead of the family ones. Also, in Arlington "transparent communication" often takes the form of loads of announcements and surveys, not meaningful interactive efforts and not extra listening at the outset when parameters are being set. Why "implement new models" in an unspecified way? Please use "research-based" and "relevant" models, the criteria from Goal #2. "New" seems less important than that.
263	I like the collaboration aspect.
264	All families, not just the wealthy.
265	who would be implementing collaboration between schools and organizations? see saw was so critical for the success between schools and families that was student and family friendly
267	If we had all the money and staff in the world, this would be nice. But there are greater priorities that are underfunded.
272	This is not a goal - you are the county public school system, part of the community and the recipient of millions of tax dollars -you owe it to the parents and community to be transparent. Also, on the whole, parents are actively engaged in their children's education. The first priority needs to be seats for students in comprehensive programs and a fourth comprehensive high school.
275	Again the word Mutually, will get lost for many stake holders . Be more deliberate Strong parent and community partnerships...
277	Again , great goal as long as Unbiased and transparent.



## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)	
278	I have some concerns that the line between "actively engaging families in their children's education" and allowing parents to make all the decisions for their children in school (overriding teacher professional opinions) is being crossed. A parent should not decide what grade an assignment gets, which math class their child is placed into, what their child learns and when since it is the role of a professional educator to do what is best based on knowledge and experience.
281	Too wordy. Too much jargon and buzzwords.
282	ITC - We are educators, we don't work in a PR firm. There is no competition for public education, we spend far too much of our time telling the community what we do opposed to actually doing it. In the end, what benefits the students the most?
284	I'm not so sure we need "new models," we just need to use the models or examine current practices. I would add something about transparent communication between departments and schools.
286	Please make it a point to include and encourage the participation and voices of all students and families, who represent a diversity of race, culture, religion, gender, etc. Please make positive and concrete efforts to ensure that the diversity of voices in our community and schools are heard and taken into consideration as the strategic plan is being developed. Please include in the strategic plan a commitment to serving our diverse community, with specific tasks/actions that convey this.
287	I would like to see more initiatives to reach a wider variety of communities of color. APS has failed on this over the past two years, particularly reaching out to the African-American community and generating buy-in to policies and plans.
290	Perhaps add the idea of school safety as an area of to strengthen.
291	Providing training for staff on strategies for increased engagement is helpful and supports the staff in trying to implement this.
293	Maybe explicitly say "community organizations?" I remember hearing from a police officer that they couldn't donate turkeys to families in need because the school wouldn't provide them with the information needed to identify appropriate families. Surely a method could be developed to allow for giving without breaking privacy information. Liaisons?
295	I appreciate the open communication, but it is often overwhelming to receive so many messages. Perhaps a weekly message with all the information for that week would be better.
301	Re the first two bullets, I think we have enough corporate interference in education. Let's be careful what we ask for.
302	First time I've seen the words "provide training for staff". I also think APS and the schools in general already do well with these goals.
304	We need businesses to provide support for programs in elementary schools that will benefit all students in the community. Why not create affordable preschool for all 4 year olds in Arlington?

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 7 If you have comments about Goal #3 and the strategies, please share them here (Excludes Blank Responses)	
305	The second bullet refers to implementation of new models of collaboration but does not include families in the list. Why is this? APS has put a lot of effort into developing models for collaborating with families, such as Engage with APS! and all the public input opportunities that go along with that model. APS should seek to continually improve its collaboration with families as well as the other groups listed. Also, this should include improving communication about grades and homework.
312	LOVE THIS PART: Empower and support families to be actively engaged in their children’s education Provide training for staff on strategies for increased family and community engagement
318	Mutually . . . . redundant jargon again.
319	Strong and supportive Partnerships
320	Need to be consistent with verb tenses . . . is it strengthens, strengthen or start with all students. . . . be consistent one goal to the next with consistent style
321	Transparent communication? What is that? How about just communication or Foster strong, consistent communication
322	Instead of provide strategies for staff – how about Support staff to strengthen family and community engagement with schools and our students
323	Do we mean:
324	Building strong communication with students, parents, staff, and community members, to maximize learning, understanding, and collaboration.
325	This does not seem like it needs to be a goal. I suggest embedding these ideas into the staff and operational excellence goals. Reducing to four goals would help focus our plan a bit.

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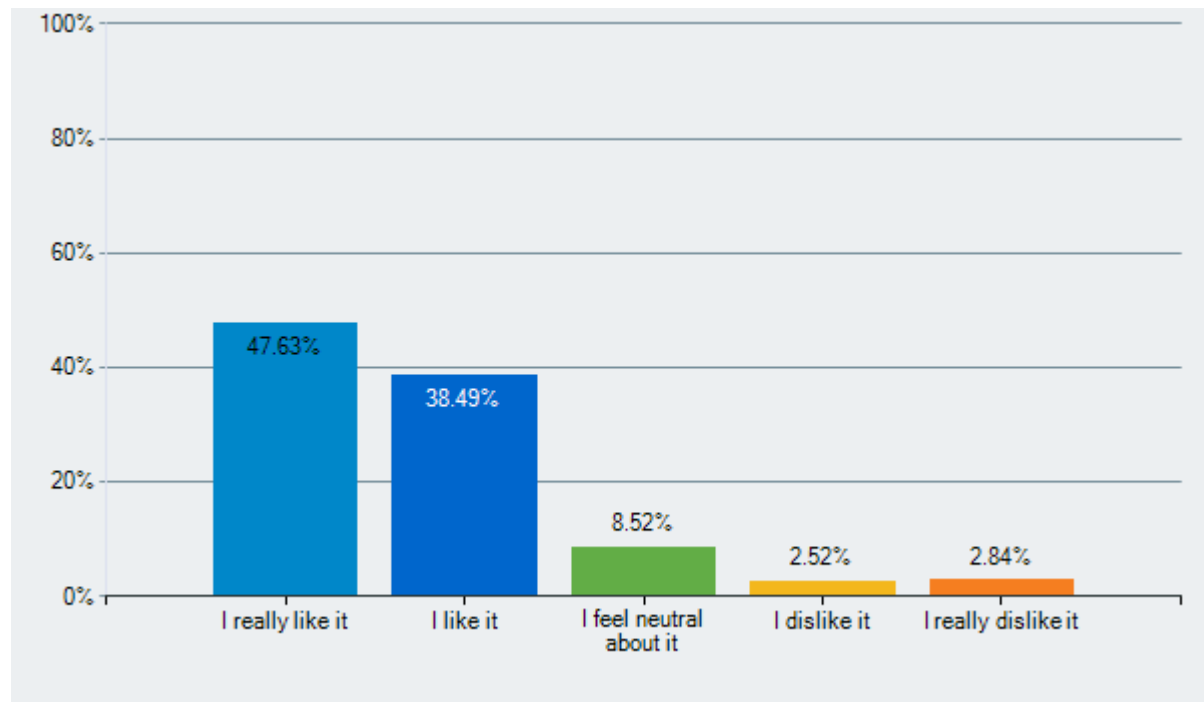
### Q8. Goal #4: Engaged Workforce:

APS will invest in its workforce to ensure a place in which talented individuals choose to work

- Recruit, retain and advance high-quality employees who mirror our student population
- Provide growth and leadership opportunities for all staff by providing meaningful, high-quality, and strategic professional learning opportunities
- Strengthen the performance management system in order to provide valuable feedback to all employees
- Promote employee health, wellness, and engagement

**Please rate your opinion of this goal and the strategies.**

	I really like it		I like it		I feel neutral about it		I dislike it		I really dislike it		Did not answer	Total	
Responses Received	151	47.63%	122	38.49%	27	8.52%	8	2.52%	9	2.84%	0	0%	317



## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 9 If you have comments about Goal #4 and the strategies, please share them here (Excludes Blank Responses)	
Sr.No.	Response Text
1	But you need a healthy budget for that. At the end of the day, we live in a capitalist country. If you want to attract talent, you have to pay for it. Instead, lenient early release and closure policies attract the lazy, not the committed and talented. Worse, such lenient closures policies financially drain families that could be putting more financial resources into supporting the school rather than paying for back-up care.
4	We need to increase teacher pay. It is good in Arlington but cost of living is very high and prohibits teachers salary being enough to live on in the area
5	the thing that is missing is fostering a strong supportive team culture with APS staff
6	Again - easier said than done. You should develop a rating system for principals and teachers - where parents and students should be able to rate those that they have had contact with. That's how their performance can be determined. It should also be easy to fire underperforming teachers and principals.
15	Important! Please recognize how hard school staff are working by 1) providing the proposed step increase and 2) continue affording telework days. Staff work day and night to ensure they are doing everything they can to help children, and these are meaningful ways to show them you recognize that and that they are appreciated!
16	I'm not sure what performance management system means.
20	Teachers want to work in Arlington because they feel valued. Providing realistic student-teacher ratios, opportunities for professional development, and competitive pay and benefits helps educators feel they are valued professionals. This draws a large number of applicants for teaching jobs in Arlington, which gives APS the advantage of being able to choose the best and most effective people to fill positions.
22	Yes, there is nothing worse for a student than a bored, disengaged teacher.
25	Overall, the bullets do not address the need for continued learning and improvement of teaching/instruction. We all need to grow and improve in our craft of teaching. For "Strengthen performance management system to provide valuable feedback", the term "valuable feedback" is vague and does not connote growth or improvement. I would change to say something about providing formative feedback to all employees to promote effective teaching practices.
27	Feedback and evaluation is strained and feels meaningless due to too many responsibilities on the parts of APs in the schools. What plans/other policies will be in place to carry out this new plan?
29	I agree that teachers need to be highly qualified; however, in the push for professional development, teachers' time and energies are being taxed and salaries do not reflect the extra work load required.
32	If it were only true.
37	Reduce class size .

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Q 9 If you have comments about Goal #4 and the strategies, please share them here (Excludes Blank Responses)	
39	Problem: Parents seem to rule the schools, and teachers have few rights. admin doesn't support staff wellness and health. Our staff was once told that a sick day could not be taken for mental health; that we can't take mental health days as sick days...whaaat? why? I'm sick! Parents & admin bully teachers and we are often unsupported by our admin in these situations. Better be careful about putting guns in the hands of teachers, Trump!
41	Must put more money into the staff. Teachers are the school's most valuable resources, yet the current superintendent's proposed budget slashes funding for lead teachers and arts specialists. It takes away benefits like parental leave, Live Where You Work, and the Transportation Demand program. Tuition reimbursement is already inadequate for quality, sustained professional development. Teachers are frustrated and are starting to look elsewhere.
42	The recent FY2019 APS budget proposal does not reflect this goal. Cutting small benefits such as TDM, live where you work, assistants to teacher programs paternity leave sends a message that these things are unnecessary extras but really they are the small signals that we are valued as professionals. Also, class size makes a huge difference in the quality of life, healthy lifestyle and work load of teachers. Support staff also deserve more competitive compensation.
48	This is a great goal, but it's just words unless you spend money and time on it.
49	APS must pay teachers significantly more than surrounding jurisdictions because the cost of living is much more. Otherwise, we spend a lot of time, money and effort to train new teachers only for them to leave after three years to teach closer to where they can afford to live.
51	Our teachers deserve all of the support we can give them, in all areas, especially as we ask more of them with the other goals stated above. I also particularly appreciate "employees who mirror our student population" because students of color deserve to see themselves in their teachers and often learn better from teachers who can identify more effectively with them.
52	Could go much further in promoting / stating the value of employees.
53	Re: Strengthen the performance management system in order to provide valuable feedback to all employees. To be honest, you have a majority of teachers who are fine but whose administrators are busied up giving a one-size-fits-all performance appraisal system that isn't worth the resources and time it consumes. NOT WORTH IT. I'd rather the PA system focus in on those most needy, efficiently get rid of the ones who fail to serve well and have the administrators' time spent on efficiency and care.
55	Increasing and improving the Live Where You Work program would enhance recruitment and retention of highly qualified employees.
58	Recruit, retain and advance high-quality employees who mirror our student population?? I agree that we should continue to retain high quality employees, but hasn't that already been a major goal for APS. To put this in here speaks otherwise. As for hiring those who mirror our student population? That's a slippery slope. I love APS, but you are a little too political in my opinion. We should be concerned less with what the rest of the world thinks & more concerned about our students/staff needs
59	We need to look at revamping our current Teacher Evaluation Process to recognize teachers who demonstrate knowledge of creative ways to adapt the curriculum.
63	How do you plan to promote employee health, wellness, and engagement? People are stretched...

## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 9 If you have comments about Goal #4 and the strategies, please share them here (Excludes Blank Responses)	
65	I'm glad APS supports national board certification. Does it also have a mentoring system for new and part-time or special subject teachers? That's always tough and many don't last more than a year or two. Freeing up experienced master teachers to observe and mentor more junior ones is probably better than one-off or disconnected professional development.
66	"recruit . . . employees who mirror our student population"????? Wow. Sounds racist/sexist/discriminatory. How about simply hiring quality people and judging them based on merit instead of their gender, race, religion etc. ?
69	"Provide growth and leadership opportunities for all staff by providing meaningful, high-quality, and strategic professional learning opportunities" The literature on professional development shows that what works is SUSTAINED PD (minimum of 30 hours). You need to provide time for teachers to build relationships with each other. Check out all the OECD reports on how little time the U.S. gives its teachers for planning and reflection versus other countries.
70	APS doesn't do a good job of this - they don't even ask opinions From teachers Andre only select few are making decisions for all- morale is very low in APS and it shouldn't be ... Example Canvas Glad to see this but will they really empower teachers and promote high quality PD-not if leadership isn't still requiring face to face mandated PD
73	About this goal, please research the practice of "conscious discipline." I keep hearing stories about educators yelling at their students.
93	Of course! I already feel passionate about working with APS, having additional support and opportunity for growth encourages me to continue on my career path with APS.
96	Look at words like advance in line one. I think that feedback is sugar coating. We need to say hold staff accountable There are significant grumblings feedback is not sufficient. Very generic nothing about professional development Incentives for research. Also safety
97	Need to keep class sizes down in order to attract the best possible teachers
100	I like it - especially as I don't currently think that all of these bullets are being met. I do think the first bullet point can be a slippery slope (does it mean that faculty in N. Arl should all reflect this population?) - I do want my students to have strong role models who look like them - but I wonder if this is as important as picking the most qualified staff members. I think the emphasis should be on recruitment and talent development of a diverse faculty and staff full stop.
101	Need to be prioritized as a will do rather than a like to.
102	This is great, but the proposed budget undermines this pretty bigly. As a teacher, i'd love to see APS start to provide "meaningful, high quality" professional learning. But our PD is almost always crap, and teachers are not being supported to attend conferences where they actually have a chance to really benefit and learn. IF this is going to be in the goals, then APS has to change a lot of what they are currently doing!!!
103	How/why do we want our employees to mirror our student population?
105	I would like to see more details on how these goals will be achieved with minimal budget increases.
108	Professional Development is a weakness in APS. How is this going to be addressed so that this goal can be realistically achieved?

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110	As it is written, I feel neutral. I would like to rate it higher by the performance management system is complex enough without adding yet more to a teacher's already incredibly full plate. There has to be a limit.
117	The #1 goal and priority for APS should be 100% of students on grade level or reading and math every year every grade. If we meet that goal everything else we want for our students will fall into place.
118	Very important!! I hope that they can find solutions for the budget that don't change the Montessori classrooms. Having quality teachers and staff supporting the Montessori classroom culture is very important. Especially the fundamental need of teachers and assistants for every class.
121	Here's an idea. How about an assessment for teachers? Why do we judge our schools and teachers on the backs of our kids testing them ad nauseum? Why not judge our schools and teachers by actually assessing our schools and teachers?
122	How will APS "strengthen the performance management system" as indicated in this goal? How will APS "recruit, retain and advance high-quality employees who mirror our student population" as indicated in this goal?
128	Hire the best people for the job and stop making my children see race, gender, etc....try and stop focusing on being politically correct and raise recruitment and retention standards...tape all classes so that teachers can be fairly evaluated on their performance, not their student's performance and fire poor performing teachers and have merit increases to incentives the best educators. Ask parents who the poor performers are....we'll tell you so we can improve our children's education
129	Promoting a diverse and culturally responsive workforce is important too. It is hinted at in the first bullet point "employees who mirror our population", but it needs there needs to be a stronger statement. The word "diverse" needs to be explicitly added to this goal.
130	Please delineate how staff will be trained on new curriculum in order to best implement it across all settings. In addition, please develop a strategy on how parents and community members will be informed in a timely, transparent, meaningful way, on new curriculum initiatives.
135	I dislike the part about promoting the health, wellness of employees. The efforts to increase our wellness and health seem superficial and wasteful of resources. Newsletters or development on mindfulness could be replaced with quality development on the curriculum that we teach.
137	Agree teachers need good prof'l development AND evaluation of their ability to integrate that learning into the classroom, specifically around differentiating content to cater to children that are not being challenged in school and are not provided activities that allow Goal 1 to be met. We are grossly funded for a school system that fails to maintain children's love of learning and cannot serve high performing students - abandon "push-in" (NOT working) or support delivery of that approach
138	I have interviewed for leadership positions and was told I would hear back whether I was selected or not. It would be great to hear back and feedback offered on the interview and what could be improved upon. I never received a call back at all. This is a way to strengthen employees.

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141	More than anything, good teachers make for good schools I think. Still, if class size isn't manageable, even the best teachers and staff will feel taxed, focused on managing a class rather than teaching, unable to provide feedback, tailor their teaching to individual students and inspire them, I bet a lot of teachers would feel more fulfilled working with a smaller class than getting a larger paycheck. But I'm not in their shoes. Listening and responding to them should be added to this goal
143	The kids will love school and thrive where the schools are high performing workplaces that support and develop their teachers to their full abilities. When Arlington really invests in their teachers (not just the administrators) that will create our school system as a highly desirable employer and a career destination for the best educators in the country. We must take care of our teachers so they can take care of our kids.
145	APS definitely needs to find ways to continue to attract the best teachers in the region.
148	I'd like to see something about standards in this goal. Is it possible to include in bullet 3 that administrators, teachers and staff will be evaluated on outcomes relating to the inclusion of kids with special needs in the general education environment? Arlington is below the state goals for inclusion. Without accountability, I don't think this will ever change.
150	I like this, but feel APS already does it.
152	Again, isn't this already happening? Will you identify "non-traditional" high-quality employees? Meaning, not just ones with high degrees from fancy places? What about mentoring? Studies show this helps train teachers and keep them in the job.
153	"Recruit, retain and advance high-quality employees who mirror our student population" Consider: Recruit and retain high-quality employees who are engaging, responsive, and approachable to our student population. I don't think APS should have a goal to 'advance' their employees beyond their hired role. They should provide opportunities. I also think using the word 'mirroring' implies employees have to fit the same demographics (representing all ethnicities, income status, disability....
155	Support your workforce: give them goals, give them tools, hold them accountable, reward their achievements. I like it.
156	The key to great schools are great teachers! Pay them well. Offer attractive benefits. Train them all in responsive classroom technique. This is currently being employed in the majority of North Arlington and a minority of schools in the south.
158	I'd like to see some feedback measures for teachers - how do their students do, what do students like about them, etc. as a parent, a couple awesome teachers made the difference for one of my children their freshman year. It may be helpful for our overstressed northern Virginia teens to identify and take a course each year with a teacher with whom they identify.
159	Would add something about need to compensate these individuals in a manner that makes clear their importance in our community and allows them to live in it. Would add specific reference to professional learning around social emotional and mental health issues.
161	Over the years, the most growth I have seen in my students has come from internships.
165	What will strengthening the "performance management system" look like?



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166	I feel like we are compensating teachers well and we're a strong county in all realms, but are we exhausting all avenues for acquiring strong teachers? Are we at the right job fairs? Are we getting teachers from strong teacher education programs? Is our interviewing process strong and are the teachers/administrators sitting in the interviews well prepared?
167	When initiatives are implemented the staff needs better training. We need designated coaching in reading and math at every school. Coaches should not teach students they should only work with adults.
171	With so many new initiatives, it is difficult to have a work/home-life balance. I like the idea of this goal, but promoting employee health, wellness, and engagement may need to be more specific.
172	I would like to see something in here about how staff will also build cultural competency and professionalism towards each other. I would also like to see something about building/ work on learning some the same skills that we are asking our students to learn so that we are modeling those as their teachers.
173	There is not enough staff and efficiency in the Information Services department therefore causing a lot of extra hours and stress for technicians and ITCs to complete the extremely high amount of work related to technology. ITCs also have two job descriptions and two departments to listen to: IS and DTL. If we continue to do this, APS will not be able to recruit or retain high-quality technicians and ITCs.
175	Should include: -opportunities for collaboration; could replicate the student goal: "Embed global competencies, critical thinking, creative thinking, collaboration, communication..." etc. -could explicitly state need for diversity, such as "employees who mirror our diverse student population"
176	You will continue to lose good teachers if you don't scale back the requirements of teachers - what other profession in the world sees 100+ clients per day without any support from assistants? What doctor sees 100 patients per day and also books all the appointments, files all the paperwork, makes the calls to the pharmacy, etc? You continue to add Canvas, ATSS, Personalized Learning - and yet you want to take away our classroom microwaves and refrigerators to save electricity?
179	Recruit, retain & advance high-quality employees who mirror our student population. This sounds ambiguous and smells like some type of quota system. A high-quality employee might not come close to mirroring our student population, what then?
181	Please consider adding the last strategy about employee health, wellness, and engagement as a "student" type strategy elsewhere. This shouldn't only be for staff, but for students, as well.
185	You still need to break up the teachers' union so that you can get rid of the few abusive teachers. I'll support pay and training if you will be willing to stand up for kids and stop protecting a few very harmful teachers. This will be an insanely expensive lawsuit that will end careers, so you need to fix this now.
187	Teachers are so important - taking care of them and promoting wellness will trickle down to the students.
190	I like this goal, especially since school system employees do not currently give high satisfaction ratings for the system. We need to improve that. My guess is that if APS did not pay so well, we would not be able to attract and retain our teachers. But there is more to work than money, and employees need to feel valued, supported and respected as well. .

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Q 9 If you have comments about Goal #4 and the strategies, please share them here (Excludes Blank Responses)	
191	Where the other goals seem forward thinking, this goal does not seem to have changed much from the previous plan. Given the teacher shortage, and given the changing dynamics of the workplace, I would hope to see APS looking to examine new models for instruction that would attract and retain a more dynamic workforce. Teaching is hard work with long hours, what can we do to rethink the traditional teaching model (1 teacher in a room with 24 students) in a way that would make it more attractive.
198	Pair increases in salaries at all levels for retention purposes and increase the number of staff members that are actually working with or have direct contact with students. There are so many people in the Ed Center or satellites that have to look for something to do to justify their jobs. We don't need them sending us lesson plans or going to conferences. We need to reduce class sizes and personalize.
199	I am grateful APS strives to attract excellent teachers. Thus far my children have benefited immensely from fantastic teachers.
200	I think there will always be challenges recruiting some teachers because of state and local licensing requirements. I taught in college but am not certified to teach in high school, though I would have loved to. I went back to full time work in my field because I couldn't afford the years of training required to be certified to teach since my field did not qualify for the career switch program.
204	..."Recruit, retain and advance high-quality employees who mirror our student population."... Please define this further,... what is/does a high-quality employee look like?...what does one mean by 'mirror our student population'?. I don't understand these statements. If the population is affluent, how does a teacher mirror this? OR, if the population is a different race or ethnicity, how would the teacher mirror this aspect of the population?
208	Pay staff members a competitive salary that is higher than surrounding school districts.
209	This is missing critical elements. In many instances, your workforce is not being heard. Meaningful communication including anonymous feedback from staff is needed. Many school staff are afraid to raise issues. The fix needs to be more than top down "provide valuable feedback to all employees." Very top down. Also, school based administrator performance should be assessed for success with at risk populations.
210	I am actually in the APS Assistant to Teacher program for my second year and am working very hard towards a teaching certificate. Unfortunately, this program is slated to be cut. If this is the case then APS will be effectively cutting off their source of teachers from within their own county and schools. This is in direct contrast to the first bullet point you've listed above: "Recruit, retain and advance high-quality employees who mirror our student population."
214	I think there should be more performance management systems in place to incentivize people for performance. (yes, pay for performance). For example: Ts could earn a bonus of up to \$5,000 if 80% of their students reach advanced proficient status, 90% reach proficiency, and they have a grade level average of 90% attendance rates, 75% conference attendance rates, and all grade level content teachers contribute to 1 school community event or coach. (Basically, multiple metrics are used)

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215	Teacher retention is critical to the long term success of our schools. Also, qualified teachers who want to teach children and are suited to teaching children. Have seen this year a few cases of staff that are hired as teachers apparently from fields outside of education who don't have a clue about interacting with children, the idea of positive reinforcement rather than ruling by punishment and public ridicule. A better vetting and training process is needed.
221	Bullet 4 - Provide valuable feedback to all employees by aligning performance management system to competencies and professional learning framework.
225	Fine. Bullet 3 is vague.
226	Gotta get the right people "on the bus". Teachers who are enthusiastic about their jobs are an important asset.
229	Teachers need to be shown more respect. Please pay teachers more.
236	Could strengthen by adding a strategy around ensuring faculty and staff are trained in mental health first aid (or something similar—a callout to SEL and mental health professional development, so that piece isn't lost).
238	Totally agree and this includes senior leadership, which currently does not represent all of Arlington.
239	Work-Life balance can only happen when the workplace treats employees like professionals and gives us time and autonomy to do our jobs well. We need reasonable class sizes/work loads, adequate resources, (less technology) more hands-on materials, and trust from our administrators. Small perks like teleworking on grade days is great. Letting us keep personal appliances helps. Time to use the weekend and evenings for our own families and pursuits would do wonders for the APS workforce morale.
245	This is new? No one ever supports staff/good staff and that's why high-quality staff leave APS, and that's why APS's reputation is less than it was. Patrick Murphy is not highly qualified, but we keep him and his way too many assistants around.
249	Which also means making it easier to fire poor performing staff.
250	"employees who mirror our student population" What does this mean? How will APS decide which teachers are mirrors of the student population?
251	I have questioned the "highly qualified" teachers, especially in HILT. In addition, many individuals holding "office job" might not be the best candidates for the job.
255	The most important goal for APS is having a seat for every child. APS needs to build a fourth high school now. This is the most important goal for APS. All of the "goals" in this survey are secondary to seats for children. Children cannot learn from distance learning in their homes. That is not an acceptable model for children who need to learn to socialize. Socializing in an in person learning environment is essential to meeting the goals here. Seats are the important. Build a 4th HS.
257	APS and many other school systems have created a work environment that drives staff relentlessly. Demands increase yearly and nothing is taken away. Support systems, appear to be implemented with an eye to the bottom line as opposed to efficiency. Meetings, which take teachers out of the classroom, increase every year and students get less and less 1:1 time. Education is a people business but APS appears to have lost sight of the fact it takes time for students and staff to connect.

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258	Allow us to be engaged in more decision making such as the types of technology in the classroom (iPads vs MacBooks) or the type of technological platform to use with our students (Canvas, Google Classroom, iTunes University). That would be nice.
261	Since I don't know about the current performance management system, I don't know whether it needs strengthening. I dislike having the goals lead with the intention to have employees "mirror our student population." Diversity is valuable, but I do not believe it should take priority over academic quality in a school system. Teaching effectiveness and effectiveness in other roles should come first.
263	Hiring staff that mirror the student population is a good idea.
266	Please send more teachers and staff! Kenmore needs them.
267	YES. Our teachers, counselors, and support staff are worked like dogs. They are our most important resource. PLEASE provide them with a more healthy work environment, work-life balance, reasonable expectations, and sufficient staffing.
270	Consider hiring leadership teams so that administration can prioritize timely feedback loops to their staff. Administrators must be able to walk the walk and talk the talk of effective classroom instruction. If the leadership in a building does not support instruction and the development of instructional leaders at every level, this must be remediated by central office school staff. There is not enough remediation in the world to erase the cumulative effects of weak Tier 1 instruction.
272	You should be doing this anyway. Does mirror the population mean that 95 % of Jamestown and Nottingham's staff will be Caucasian? How about not hiring people who live an hour away to be school principals? The first priority needs to be seats for students in comprehensive programs and a fourth comprehensive high school.
275	reflect our student population vs mirror
276	Offering regular mindfulness workshops and training for APS employees directly addresses: 4) Promote employee health, wellness, and engagement. Additionally, research shows that educators who practice mindfulness show less signs of burnout and increased overall efficacy in their roles (retention).
277	As long as APS is hiring the Most Qualified applicant not an applicant based on age, race, gender, or political beliefs or because we want to "mirror" a school's population.
278	I like the idea of this, but in my experience "strengthen the performance management system" often means significant extra work on teachers and admin, both of whom are already overworked trying to provide the best education possible to students. In my 12 years in APS, every time performance management system has been tweaked it's added more work that has become busy work to take away from time with students. Additionally, bad teachers complete the necessary busy work and remain employed.
281	Too wordy. Too much jargon and buzzwords.
284	If the staff is the center of this goal, then I would move the "Promote employee health, wellness, and engagement" to the top of the list. If you want to see the "Whole APS employee" just like the whole child, it is not just about performance and checking off the category for 'exceeds.' How about taking the Personalized Learning push for students and applying it to staff? Offering opportunities for staff during PD that are personalized.

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290	APS can be an inordinately stressful workplace. At times, there is cognitive dissonance between goal #4 and what actually occurs.
297	Not sure what is meant by "employees who mirror our student population". In my children's school I'd rather see diversity than teachers that are a mirror right back at them. Based on our experience it is important to have passionate, compassionate teachers that know how to help students challenge themselves but also feel safe to take chances and still feel supported. "Strengthen performance management system ..." AND provide support to all employees for growth and improvement.
300	Great in writing, but what does it really mean? What are some of the implementation of these goals?
301	APS should actively recruit/target for recruitment underrepresented groups but the focus has to always be on the best people for the job.
302	If the professional learning opportunities are directly linked to the previous goals, I'm totally agree. However, if the professional learning opportunities continue to be sporadic, unconnected, faddish and seemingly random offerings, its a waste of time.
304	More opportunities to attend classes for staff through our local universities at either no cost or low cost.
305	Really like the last bullet because APS teachers and other staff work so hard and surely are at risk of burnout. We have such talented professionals in the system, but if they are overworked and over-stressed, we'll all lose out on what they have to offer.
307	I am concerned with the current budget plan to eliminate lead teacher stipends that offer compensation for work done outside of the contractual day. The budget does not reflect this goal.
316	I think this is key to keep quality employees in our county.
318	Which tense are you using . . . will invest invests investing . . . .
319	Invest in staff recruitment, training, and support to ensure a thriving, talented workforce
320	Take out "in order to" in the last bullet. Rest is good.
321	Least jargony section. Kudos
322	Do we mean:
323	Ensuring we attract, support, and invest in a talented and engaged staff so they can grow to support our students.
324	This goal should keep the importance of the students at the forefront. Something like...
325	Ensure student success with highly qualified, engaged teachers and staff who are inspired to continually improve their skills.
326	Strategies:
327	Recruit high-quality staff that mirrors our student population
328	Ensure staff wellness <u>and morale</u>
329	Encourage and inspire staff to continue to build their skills
330	Delete third bullet. This seems like an objective

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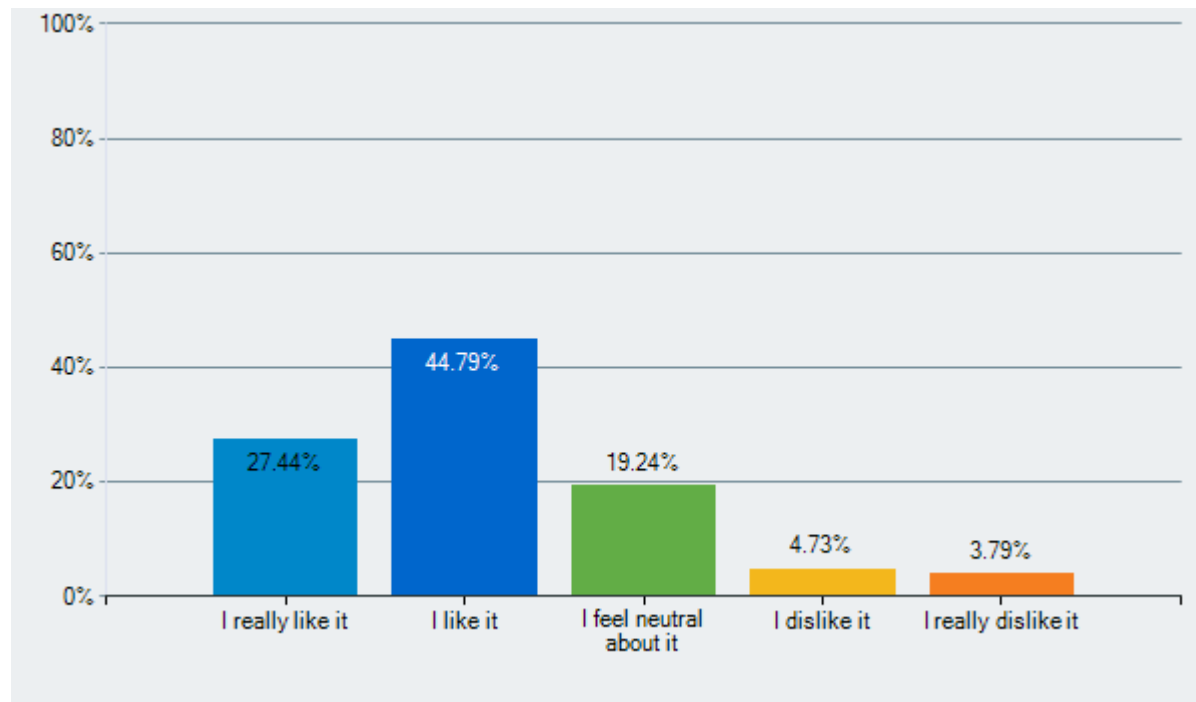
### Q10. Goal #5: Operational Excellence:

Strengthen and advance system-wide operations in order to meet the needs of Arlington’s growing and changing community

- Manage available resources and assets efficiently and effectively
- Implement the necessary systematic approaches to advance operations and provide the flexibility required to support growth
- Ensure sufficient workforce capacity and capability to deliver desired outcomes
- Provide high performance learning and working environments
- Utilize and publish data to support informed and transparent decision-making

Please rate your opinion of this goal and the strategies.

	I really like it		I like it		I feel neutral about it		I dislike it		I really dislike it		Did not answer	Total	
Responses Received	87	27.44%	142	44.79%	61	19.24%	15	4.73%	12	3.79%	0	0%	317



### Q 11 If you have comments about Goal #5 and the strategies, please share them here (Excludes Blank Responses)

Sr.No.	Response Text
1	Again, too much emphasis in the local community can be counterproductive. We live in a global world. We need to teach our children to embrace it!
2	The operational excellence must center on capacity for the growing population.
5	Again this is pretty wide ranging and doesn't necessarily identify priorities and trade offs. Sounds like some discipline is needed.

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19	Some schools require substantial modernization and would benefit from repairs and improvement. A clean, well-maintained building inspires students and teachers - and supports a high-performing culture. All of our children's educational environments should inspire and promote a love of learning.
20	I really hope APS makes a commitment to lowering student-teacher ratios. Arlington is a draw for educators. Keeping class sizes small is better for students, whose individual needs can be met, and for teachers, who are then not stretched so thin that they aren't able to get to know their students and adapt the curriculum in order to meet their needs. Most teachers also prefer smaller class sizes—and if Arlington keep their class sizes low, more teachers would want to come to Arlington.
22	I feel that APS is trying very hard to manage all the growth in the student numbers.
25	With operational excellence, I think there is a need to also keep improving, utilizing data for improvement (continuous improvement cycle). Consider adding a bullet about using data for the continuous improvement of system-wide operations, programs, and schools.
27	Again, more personnel needs to be in place to effectively carry out this goal, which seems to be the opposite of the plan in place for 2018-2019.
29	Again, I think so much time, energy, and money is put into technology. How about focusing on real experiences and relational learning?
31	I have found that the systems Arlington has in place need to become more efficient/effective.
39	Fix what's broken; that's where the money needs to go. Stop spending money on lunches and t-shirts, and instead pay for a school bus to complete it's route. Why is half of our school building boiling hot and the other side freezing cold? How is this any way for teachers to teach and students to learn? Why don't we have more school counselors and more early intervention programs? Why don't our admin & office staff have better training?
41	The wording of this goal and it's bullet points is unclear and leaves too much room for miscommunication.
42	Swanson middle school is the worst property to keep above capacity after the new middle school is built. Many of the rooms are too small for current class size standards.
43	This should clearly include providing sufficient school capacity across the county with equal access to resources for all. The choice not to build another comprehensive high school highlights that this is not a priority now. It also seems to overlap a bit with goal #4 on having an engaged workforce, so it could be clearer and possibly remove "Ensure sufficient workforce capacity and capability to deliver desired outcomes." (operations staff should be considered part of an engaged workforce.)
48	This is a great goal, but it's just words unless you spend money and time on it.
49	Goal #5 seems to be code for granting the Superintendent and Assistant Superintendents permission to cut costs based on what they deem necessary without considering long term damage to students. In order to publish all this data you are paying staff to articulate messages to the community instead of teaching children. For every increase in caseload for t-scale employees, APS should require a cut in 12-month admin employees. Cutting T-scale central staff only transfers burden to teachers.

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Q 11 If you have comments about Goal #5 and the strategies, please share them here (Excludes Blank Responses)	
51	I like this as long as we figure out how to meet basic learning and working environments before creating "high performance" learning and working environments. Some of our schools have leaking roofs, HVAC systems that are unreliable, and other fundamental systemic issues that must be our first priority before enhancing already adequate facilities. Disparities among facilities available to Arlington students currently MUST be addressed before "high performance" spaces are created.
52	Emphasize the shared objectives / goals of the organization as it relates to students / families / the Arlington community and how all of these things will be reflected in the way the "system" operates.
53	Last part of goal: change to publish to those who need it. Please don't sent out to faculty who have overly full e-mail boxes. That goes for the surveys, too. Keep communications streamlined and focused within the organization to lesson the workload to teachers. Healthier...for our well being.
55	Sharing and cooperating with County operations and capacities should be continued.
63	This is important but requires significant investment in infrastructure to support high performance teaching and learning. It's a tight budget climate.
64	Fairly, across all areas of the county, not just in Kaninen's backyard.
65	it sounds okay but I'm not sure what it means. I hope data are used to inform all decision.
68	This is an overall global comment. This is all great generic feel-good do-good stuff but there needs to substance. For example, a recent poll of businesses in FFX county indicated that critical thinking, soft skills, and Excel proficiency were the most important skill sets they want in employees. Those should a required starting at an early age. They meld with life skill courses. To my knowledge, Excel is not required or basically even offered in Arl or FFX schools. Just an example.
69	No idea what this means: "Implement the necessary systematic approaches to advance operations and provide the flexibility required to support growth" Transparency? really? How about not pushing through the superintendent's new contract one year early without community input (cough cough!).
70	Yes we need to think smarter and outside the box ideas like this but again current leadership tends to be more cookie cutter mold type education Not an Arlingtonian way of life-
73	Please make sure residents from surrounding jurisdictions are not using other people's residential addresses to enroll their children in APS.
75	These goals look great on paper but very frustrating when budget is a big issue, and somethings that APS visions cannot be done because of budget. Usually the things that are most important get taken away that help children's mental health or emotional beings and things that aren't important like testing or assessment tools stay.
78	Develop strategies to locate and develop new resources and assets in addition to managing available resources and assets efficiently and effectively.
83	Transparent decision making is key. Don't just cave to the loudest voices or special interest groups . ( or tee-shirts)



## Community Input Form for the 2018- 2024 Strategic Plan - Goals and Strategies

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Q 11 If you have comments about Goal #5 and the strategies, please share them here (Excludes Blank Responses)	
88	Your committee missed the mark completely... All these goals and strategies imply resources will be applied to them. Is there infinite or finite amount of resources? Nothing I've read gets at, setting kids up to be successful to compete "Ensure students have the foundation of life skills and knowledge needed to compete in a complex, diverse world."
96	Neutral on this. I think this is overall fine. I also think this is where APS gets itself into the most trouble. They ask our opinion in short timeframes with no possible way to utilize the information and say they are transparent. Case in point. It's not mentioned in this strategic plan in terms on community input, assessment and evaluation. Nothing on safety!!!! In any goal and please do not put in goal one Nothing preventive maintenance in older buildings Huge disparity
98	Why is there no strategy here around small classroom size, creating a fourth comprehensive high school and elimination of overcrowding
100	Transparency is always good as is sufficient funding to meet all of these goals - right?
102	This sounds good, and important. I'm not sure I trust APS staff to interpret this. the HB Woodlawn and Career Center (Arlington Tech, and whole campus) situations are evidence. We need space for thousands more kids, and our construction efforts are focusing on programs that spend far too much money to support far too few kids. HBW doesn't need the most expensive school in the country. It doesn't solve our capacity issues, and severely impacts our budget issues.
103	Unsure what these 2 items mean, specifically: 1. Manage available resources and assets efficiently and effectively (how/why? what is the measure of success here?), 2. Implement the necessary systematic approaches to advance operations (in what way? how do we measure this?)
105	I would like to see more details on how these goals will be achieved with minimal budget increases.
109	It is important for APS to manage resources more efficiently, such as providing relief to schools that are over-crowded by allowing transfers to under-utilized schools, and stop spending \$100mn on 700 seat schools. At the end of the day, there is an overall capacity crisis which will not be solved by shifting students around, and it should be the number 1 strategic goal for APS, i.e. creating enough school seats. It might also be a time to re-evaluate whether we really need option schools.
110	The current proposed budget has already demonstrated a contradiction with this goal by undermining specialists in various fields (from counseling to peer/student support). I cannot support this goal if the proposed budget does not align.
117	The #1 goal and priority for APS should be 100% of students on grade level or reading and math every year every grade. If we meet that goal everything else we want for our students will fall into place.
121	You can't have excellent operations without excellent planning. Where is the planning component in all this? Case in point, why didn't APS foresee the population boom that higher ed saw coming in 2000?
123	Sounds very corporate and cold. Old goal of sustainability used better words and phrasing.

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127	I would need to see this goal in action in order to fairly evaluate it.
128	Start partnering with the community and parents to require all APS students to present electricity bills each year to ensure only APS residents are going to our schools and ensure we are always setting hire standards given our \$19,000 per head per kid contribution for small schools and small class sizes...this is only proven methodology for a successful education.
129	APS already does a great job of this as compared to other local school systems. I understand the desire to continue this performance by making it a goal, but it is least important on the list because it is something that we already do well.
137	These strategies are empty - they say nothing about how the goal will be achieved, describing outcomes of what Goal 5 looks like when accomplished instead of methods for achieving the goal. Strategies need to explicitly state HOW the goal will be accomplished - what are the operational priorities? What does high-performing learning environments look like and mean? If it's more technology, that is the last thing APS needs - research shows screens are contributing to altered kids brain development
141	Hard to get excited about this but it seems a productive goal.
143	You cannot improve anything unless you have the full data to understand the issues. And, where we are succeeding, celebrate that data and replicate it throughout APS. Incentivize best practice sharing from school to school and reward innovation. Transparency is KEY - from everything to Murphy's contract to results of each school's assessments. We can't improve unless we are honest and willing to give and receive honest feedback.
145	This is the most important goal of all. APS MUST manage the capacity crisis facing our schools. We need new seats at the elementary, middle, and high school levels. We need to build new schools at the elementary, middle, and high school levels. APS can't solve this problem with trailers. APS must start planning to build new schools NOW - given that the capital expenditure planning, siting and building process takes so long. Given the lack of land, APS needs to think and build creatively.
147	These are all good goals, but I assume they are not that different from what APS is trying to accomplish currently. I'd be interested in more published information about HOW these goals are specifically achieved - what role do teachers have in the creation of the goals and how much oversight is there into their implementation? When parents see that a specific aspect of their child's education is not in line with the goals, what recourse do they have? Thank you for publishing this information.
151	Again, this is very difficult to enforce system wide when you have overcrowding and unequal numbers at many APS Schools. Great goals but will be most effect at the high end North Arlington schools because the student numbers are lower.
152	Again, isn't this already happening? The language is vague, more like a vision or mission statement. How are you going to achieve this? What are your measures? How will you know you are achieving it?
153	We need this NOW!
155	Supporting growth will require a lot more than "flexibility". Take a look at the population projections. Don't try to whistle past the graveyard on the fact that a huge capacity crunch is coming, and in some ways has already begun.

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156	I feel you are already doing that.
159	Would like to see reference to the community's values, whether around diversity and inclusion, environmental impact or another value.
161	some things are not efficient, which is annoying.
172	Yes! It would be so great to hone this process!
173	There is a huge shortage of staff under Information Services for a county with almost everything relate to technology. I.S. leadership are also not exposing enough to school board the issues that are happening and is causing a high amount of operational issues within schools and instruction. This needs to be a priority for this goal since everything is related to technology now.
174	I think this goal is great. I do believe a lot of work needs to be accomplished to have operational excellence in our schools. Communication as we grow can continue to improve.
185	It's a decent idea at its core, but "deliver desired outcomes" is a goal? Really? Isn't that obvious? Again, this suffers from lack of hope, ambition, and distinction.
187	Words like "high performance," and "deliver desired outcomes" makes me think of a focus on testing and that makes me nervous because it becomes a lot of box checking, not promoting a creative or child centered learning environment
190	This one rings hollow -- too many trailers, not enough seats. Hmmmmm.....
191	Again, this goal does not seem as forward thinking as goals 1, 2, and 3.
198	look at comment for Goal #4
200	As long as the County Board keeps approving explosive residential growth, the schools will have to deal with overcrowding as best as possible. If another economic downturn results in a lot of children withdrawing from their private schools, the public schools will be absolutely bursting at the seams.
209	This is missing critical elements. APS operations need to take into consideration the different schedules of families, both student families and employee families. Also, APS needs to address online security, including providing basic security measures for APS email. A system wide security audit is needed from a cybersecurity specialist.
210	There is too much testing and gathering of data at the cost of the students.
214	As above---I think there should be more performance management systems in place to incentivize people for performance. (yes, pay for performance). For example: Ts could earn a bonus of up to \$5,000 if 80% of their students reach advanced proficient status, 90% reach proficiency, and they have a grade level average of 90% attendance rates, 75% conference attendance rates, and all grade level content teachers contribute to 1 school community event or coach. (Basically, multiple metrics are used
215	Basic adequate physical operation of many buildings is still lacking - temperature control, lighting, bathrooms, access to water, etc. Building flow, transfer between classes, adequate time for lunch and recreation are all fundamental needs that are not mentioned in the above strategies. Use of tech without depending so much on screens would be welcomed.

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218	Transportation management should be considered when families elect to attend schools outside their neighborhood boundaries and require additional buses; additionally, walking boundaries should be considered when redrawing neighborhood zones to reduce dependencies on school buses.
225	The ideas are good. The question is about implementation and measurement -- how will these goals be achieved and how will we know if we are succeeding?
226	This is too opaque While I'm in favor of "operational excellence" . . . the term is not clearly defined here. What does "systematic approaches to advance operations" mean? "Utilize and publish data . . ." does not speak to the usefulness or volume of the data. This one needs to be rewritten with the help of a non-technocrat.
229	Teachers are the ones that have to deal with
236	There is no mention of doing this work in the context of the community's values—I don't believe that in Arlington we are all about the bottom line in terms of money.
238	HOWEVER, managing available resources and assets efficiently and effectively INCLUDES planning for the future and not just coming up with short-term solutions. For example, new schools should not open only to have trailers needed immediately. Renovations should be comprehensive and not simply a bandaid.
240	Using automated processes whenever possible and looking at ways for schools to communicate with each other so best practices are shared and adopted county-wide. Best practices director if we don't already have one would facilitate better information sharing.
245	Fix what's broken already. Use the money in the schools and not for Patrick Murphy's fancy car. Every time he gets an award, people ask why and no one has a response. He just throws money around, approving his own salary increase, instead of putting it into schools. Also, why does he need so many assistants? Cut some of those positions! Politicians...ugh. Where are the qualified leaders/responsible human beings?
246	Parents, students, and faculty needs to set the example of integrity. Integrity – Conducting ourselves with honesty and responsibility
249	I think all of these are very important but for some reason, it seems obvious and a given that we would have this. So not sure if it belongs as a goal?
250	The number of schools should keep up with the population and schools/classrooms should not be overcrowded.
251	Make sure that the buildings are adequate. It is inhumane to arrive to school every Monday in classrooms that are 40 degrees as the boilers are down or are preparing to heat for the week. Students can't be engaged in these conditions.
255	The most important goal for APS is having a seat for every child. APS needs to build a fourth high school now. This is the most important goal for APS. All of the "goals" in this survey are secondary to seats for children. Children cannot learn from distance learning in their homes. That is not an acceptable model for children who need to learn to socialize. Socializing in an in person learning environment is essential to meeting the goals here. Seats are the important. Build a 4th HS.

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257	Good in theory. Consideration needs to be given to just who will work toward these goals. Historically, much falls on teachers shoulders and erodes time that should be given to designing and implementing instruction and working with students. Also, centralizing support services is not always the most effective way to implement services given the wait time involved. When a teacher is in the class room they need help immediately, not in 2 days.
259	You need to listen to the people that you are affecting with your choices. You can't say you are listening to community concerns then plow forward with your own view. This is very true in regards to the homes that will be impacted by the Patrick Henry situation. It's very condescending to be treated as if someone knows best when they aren't even living in the neighborhood. You are also impacting the military base as well.
261	To a parent outside the system, this is too vague to be useful. I don't object to it, but the devil is in the details and the details aren't here. What "necessary systematic approaches" might we be agreeing to? How are the terms defined? If this were a contract, I would not sign.
264	We need system wide norms.
265	WHO DETERMINES WHAT IS EFFICIENT?
266	This sounds great, but it is no longer happening as it was years ago. Classroom aides and teachers are stretched to their limits. Class sizes are increasing. There is no planning time for aides and co-teachers except what they give of their own time before and after school, and during their lunches.
267	This all sounds good...but I wonder if most of it leads to more bureaucracy...which undermines the first bullet of "efficiently and effectively" and pulls resources from actually teaching children.
272	Again this is not a goal it is a requirement. I can't wait to see you publish the data from this self-serving, ridiculous survey to "meet" your "informed and transparent decision-making" goal. The first priority needs to be seats for students in comprehensive programs and a fourth comprehensive high school. Also, in the name of transparency, can someone please explain what the Tech Center is going to teach? What I have been told at meetings sounds like a vanity project that is wasting assets.
273	Some of these goals are general enough that I'm not sure of the true intent. For example, what does "high performance learning and working environments" mean? Will this be used to justify decisions into which the community has not really been given input?
275	The goal is very important, however, you need an advanced degree to comprehend the wordiness of the goals for example capacity holds multiple meanings
281	Too wordy. Too much jargon and buzzwords.
284	There are a lot of impressive buzz words, but I am not sure this is more than smoke and mirrors. What is "sufficient workforce capacity and capability"????
286	Measure what you treasure (and use the data to make educated, action-based decisions), and treasure what you measure. Thank you.
290	Maybe add safety in Goal #5 and/or in Goal #3.
298	A lot of work needed here to underpin good ideas.

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301	This is total gobbledygook. How about, make sure everything the district does, it does in a way that ensures it serves the interests of its students.
302	Hopefully this would include funding to maintain or update school facilities that were never intended to accommodate so many students. School facilities, playgrounds and equipment are wearing out with no reasonable plan or funding to maintain or replace in a timely manner.
303	Sounds like a bunch of buzzwords; hard to tell what would actually be done.
304	We need more ESOL teachers throughout APS elementary schools.
305	Really like the first, second, and last bullets.
307	However, I am concerned with the number of jobs that are being cut that support this goal, such as assistants, fine arts specialists, and others that I am not aware of personally.
315	As Arlington's student population grows the school system must grow with it and I appreciate the building initiatives taken-on recently, the ones that are planned and the community's support through bond initiatives.
318	Take out In order to. Not needed.
319	Second bullet – what does it mean?? How about, “ Implement systemic approach to improve operations and provide flexibility for sustained growth
320	Recruit and retain talented employees (technicians?) to ensure desired operational outcomes
321	Ok . . . .hmmm.
322	This feels unclear. Do we mean to say:
323	Maximize efficiency while benefiting learning, the environment, and sharing results and building on progress.
325	I like the first bullet.
326	Bullets 2 and 3 seem like management-speak. I suggest deleting and including the concepts in the objectives, if needed.
327	The last bullet also seems like an objective.
328	Perhaps add a bullet on community support, which includes as objectives: partnerships, transparency with data. This would supplant goal 3 above.
329	Do we want “high performance” learning and working environments?” This might be grander than our needs?