



**EVERY
STUDENT
COUNTS**
EXCELLENCE FOR ALL

2024-30 - Strategic Plan Development

STEERING COMMITTEE MEETING

October 14, 2023



**EVERY
STUDENT
COUNTS**
EXCELLENCE FOR ALL

MEETING START-UPS

PLUS (+)

- Knows and Need to Know Activity
- Switching groups
- Name tents – directions
- Listened to the group
- Time-keeping
- Organization
- Structure/folders – stay on task and allowed us to get on task
- 3rd party conducting some of the work – adds credibility and thoughtfulness & help with bias

DELTA (Δ)

- Reminders – add more reminders about meetings
- Examples of what is done well (strategic plans)
 - [Benchmark Districts](#)
 - [Policy](#)
- Actionable – what a good actionable plan looks like
- Make aware of what everyone adds to the folders (in Google)
- Keep focusing on anonymity so people engaging feel safe to engage and share
- In advance of October 14th meeting – historic data about the strategic plan development process and the tuning processes
 - [Email sent 10/11/2023](#)

DESIRED OUTCOMES

- **Review** meeting start-ups and address feedback,
- **Set** the direction for the day and the outcomes we seek for the foundations draft and spring work,
- **Summarize** what we have heard from the community (students, parents, staff, and community),
- **Draft** revised foundations elements for the 2024-2030 APS strategic plan,
- **Draft** priority descriptions to add detail to the draft 2024-2030 draft priorities,
- **Preview** the November 8, 2023 steering committee meeting,
- **List** next steps, and
- **Evaluate** our meeting.



OCTOBER 14, 2023 AGENDA

Steering Committee Work Session



Continental Breakfast (Begins at 8:30.m.)
Meeting Begins at 9:00 a.m.

Meeting Start-Ups	15 minutes
Direction Setting	10 minutes
Community Listening	40 minutes
BREAK – 10 minutes	
Foundations Draft	75 minutes
BREAK – 10 minutes	
Priorities Description Draft	60 minutes
November 8, 2023 Steering Committee Meeting (Preview)	10 minutes
Next Steps/Evaluation	5 minutes

GROUND RULES AND PURPOSE

GROUND RULES

- Post and Approve the Agenda
- Listen as an Ally
- Enable Equity of Voice
- One Person Speaks at a Time
- Respect Each Other
- Everyone Participates
- Stay on Task
- Start and Stop on Time
- Schedule Appropriate Breaks
- Evaluate at End of Meeting
- Cell Phones on Silent or Vibrate

PURPOSE

Our purpose is to

- represent the voice of the Arlington Public Schools community
- **to develop the APS Strategic Plan Foundations for review and consideration of the Superintendent and Board of Education, and**
- feedback on the clarity and comprehensibility of the APS Strategic Plan Implementation and Monitoring elements

Objective: FINALIZE FOUNDATIONS RECOMMENDATION FOR SUPERINTENDENT

- **Review Themes** from 2nd Questionnaire
- **Review and Refine Vision, Mission, Core Values, Strategic Priorities** in Small Groups
 - Review Foundations Draft Options for each Component
 - Discuss Options
 - Achieve consensus
- **Finalize Recommendation to the Superintendent**
 - Review “draft” presentation and provide feedback
 - Process
 - Rationale
 - What’s New/Different
 - Recommendation
 - Finalize recommendation



The Steering Committee is charged to **provide the Superintendent with a recommendation on any proposed revisions to the current APS Strategic Plan Foundations (Mission, Vision, Core Values, Goals) by November 30, 2023.**

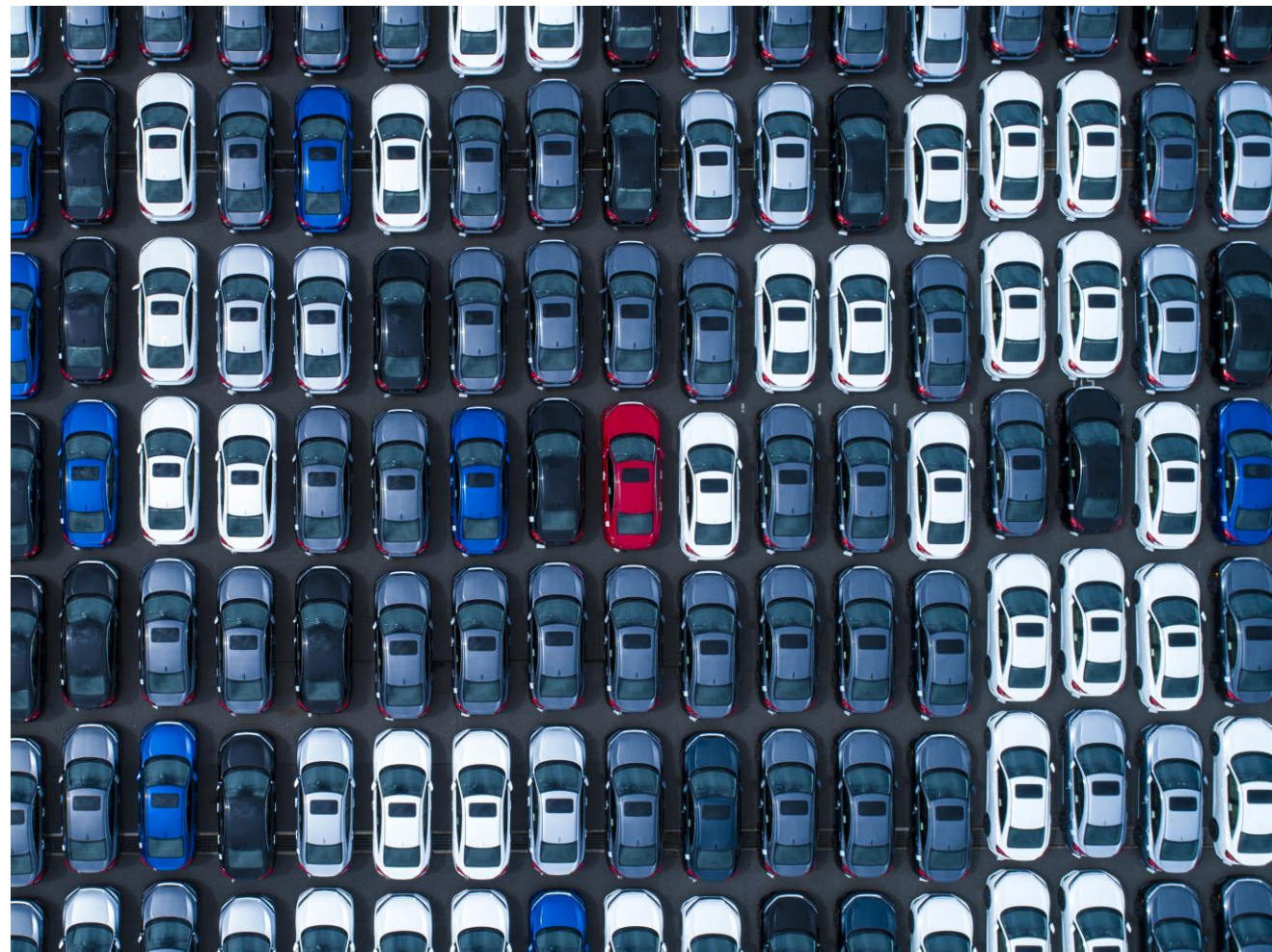
- The Steering Committee will provide the community with their proposed revisions to the APS Strategic Plan Foundations, solicit community feedback, and use that feedback to develop a recommendation to the Superintendent that is supported by:
 - Community expectations and aspirations,
 - Staff understanding of students' and division level needs, and
 - State and federal requirements for our public school system in Arlington.
- Recommendation to the Superintendent should **focus on students as our core priority AND reflect our commitment to develop and support strong connections among schools, families, and the community AND recruit, hire, and retain a high-quality and diverse workforce."**

STRATEGIC PLAN DEVELOPMENT

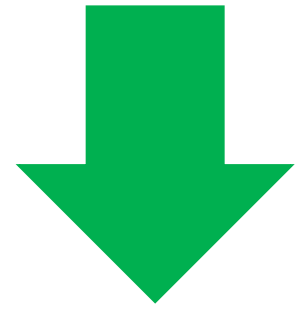




The Strategic Plan Foundations **Set the Direction** of the School System.



Record ideas,
wonderings, and
questions related to what
you see in the data and
what you are thinking
that falls



BELOW THE LINE



To be an inclusive community that empowers all students to foster their dreams, explore their possibilities, and create their futures

VISION



To ensure all students learn and thrive in safe, healthy, and supportive learning environments

MISSION



Excellence : Equity :
Inclusivity : Integrity
: Collaboration :
Innovation :
Stewardship

VALUES



STUDENT SUCCESS
STUDENT WELLBEING
ENGAGED
WORKFORCE
OPERATIONAL
EXCELLENCE
PARTNERSHIPS

GOALS

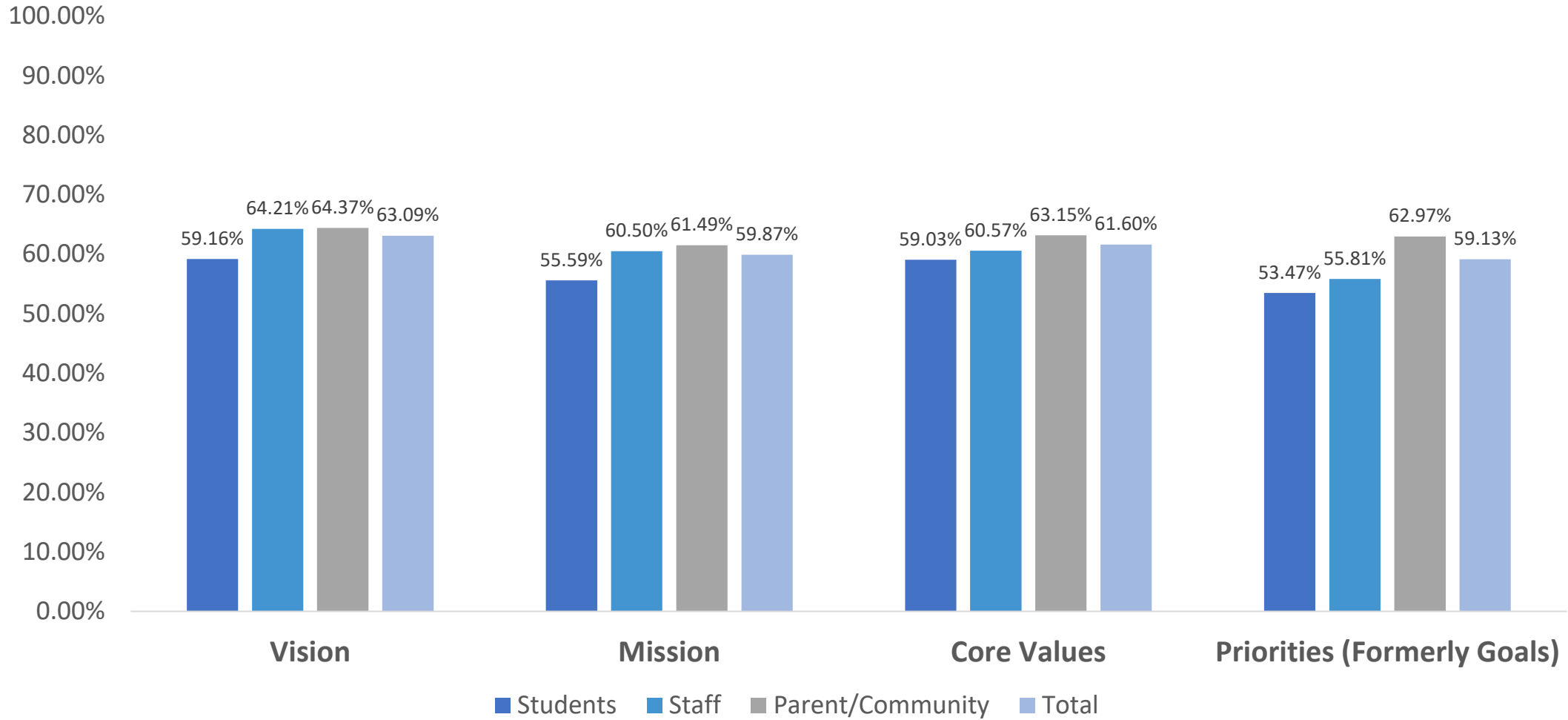


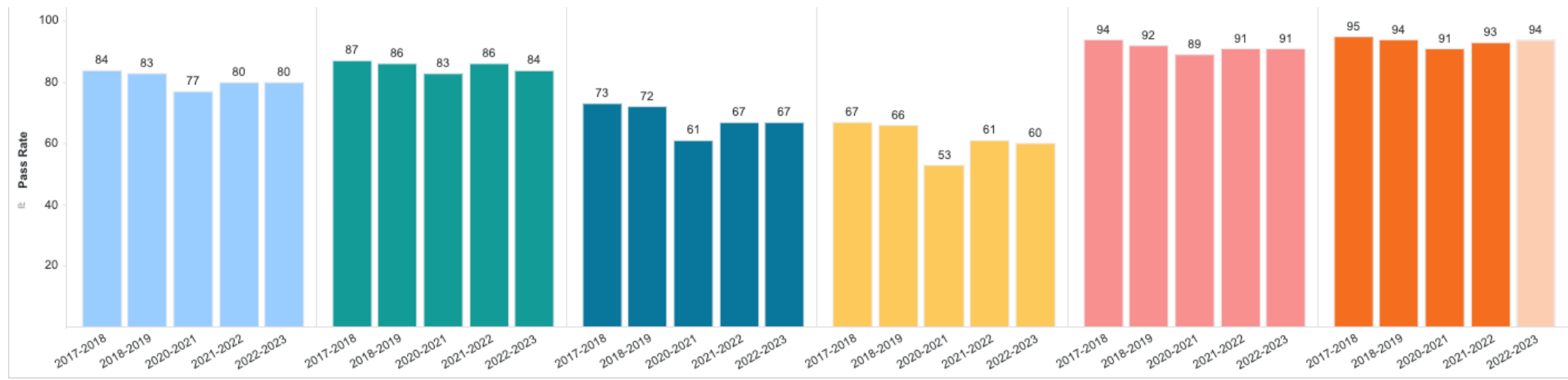
Table 1.1 Questionnaire Respondents by Race/Ethnicity

Race/Ethnicity	Students*	Staff	Community
American Indian/Native American	0%	0%	1%
Asian	9%	4%	8%
Black or African American	7%	11%	5%
Latino or Hispanic	25%	9%	9%
Native Hawaiian	0%	0%	0%
Two or More	Reported as other	5%	5%
White	45%	70%	69%
Other	9%	2%	4%

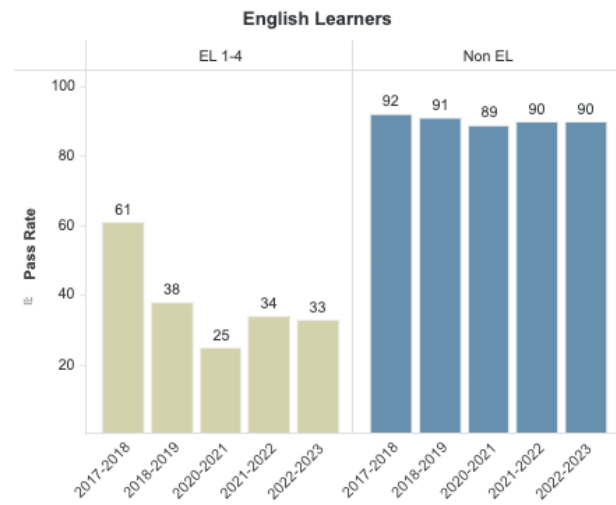
- The total projected engagements (duplicated count) to inform the development of the foundations portion of the 2024-2030 Strategic Plan is detailed as:
 - **2160 surveys**
 - **300 community forum participants**
 - **544 focus group participants**, including
 - 17 community affinity groups,
 - 12 student groups,
 - 6 family groups, and
 - 5 staff groups
- The Arlington Public School System proposes to **engage with approximately 3000 members of the APS community** informing the work of the Strategic Plan steering committee to develop the foundations document (*Note: This only represents Phase I/II*).

In our first
community
engagement
period, we
have engaged
approximately
4400+
participants

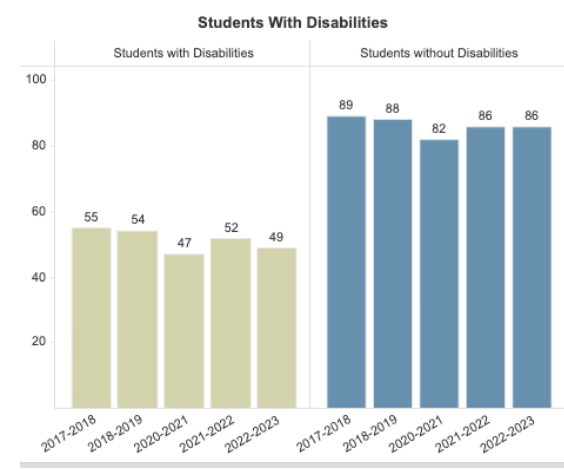
RACE/ETHNICITY



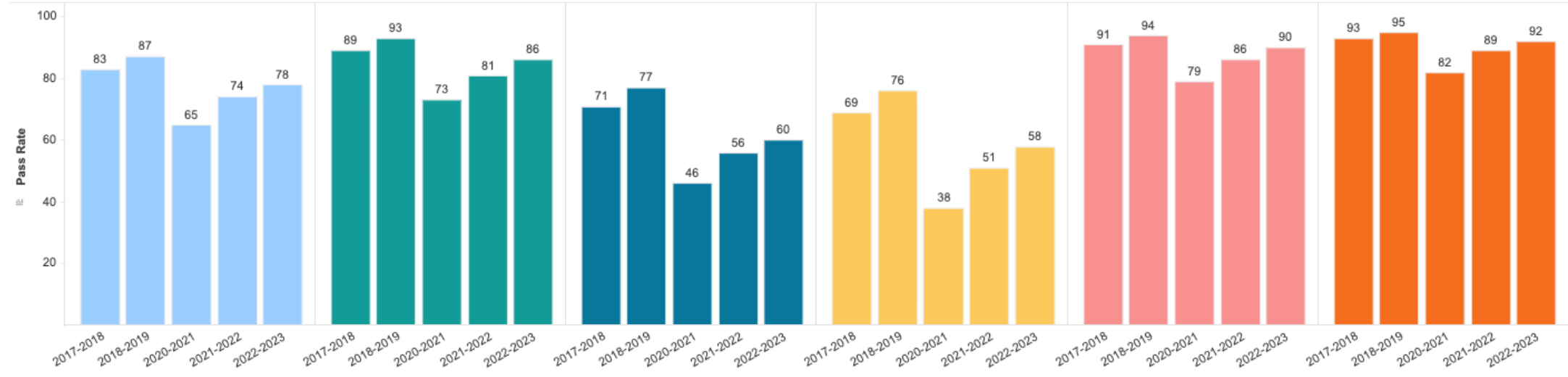
ENGLISH LEARNERS



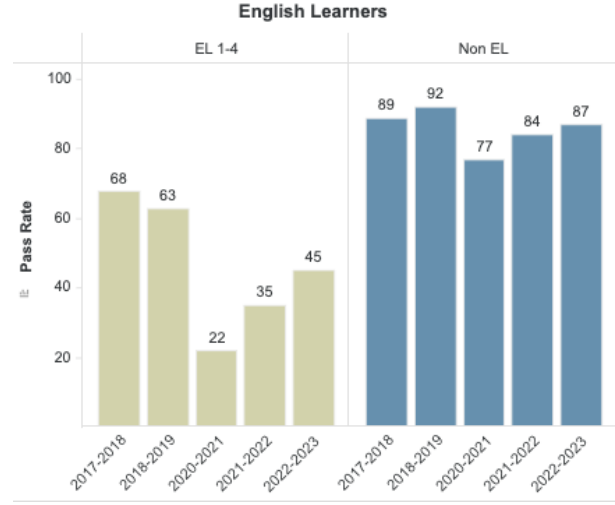
STUDENTS WITH DISABILITIES



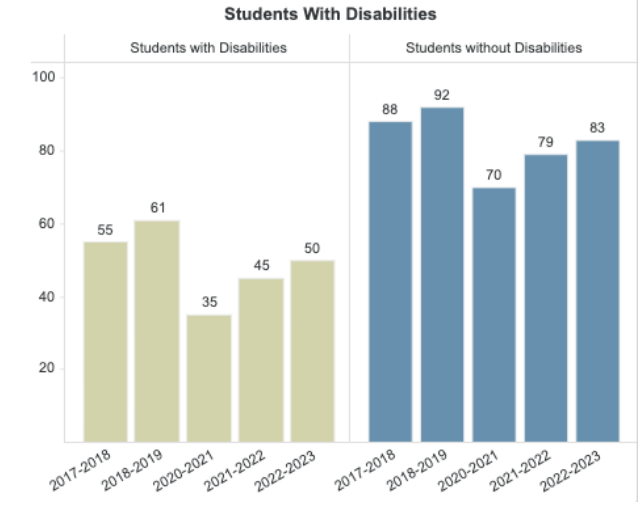
RACE/ETHNICITY



ENGLISH LEARNERS

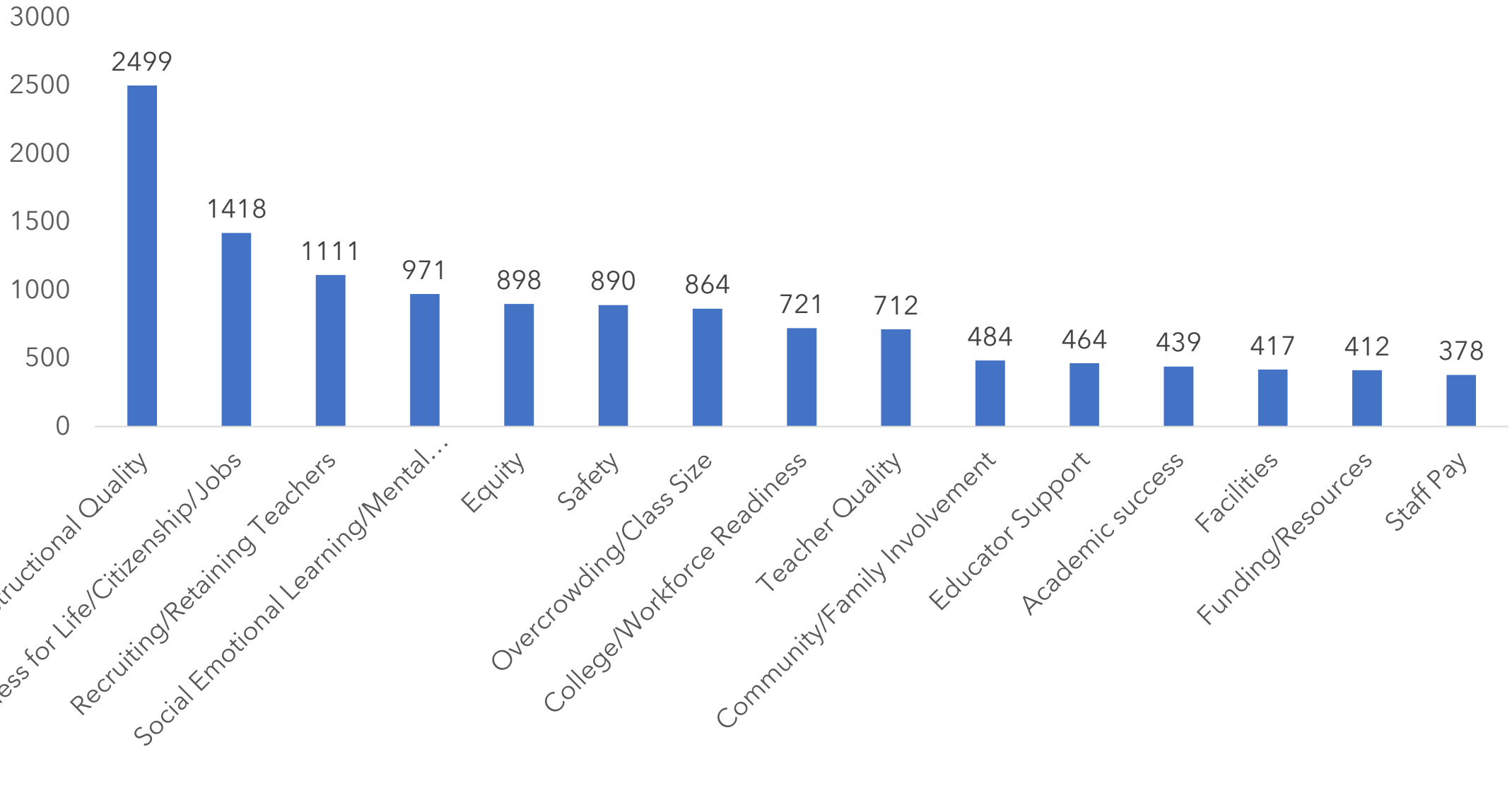


STUDENTS WITH DISABILITIES



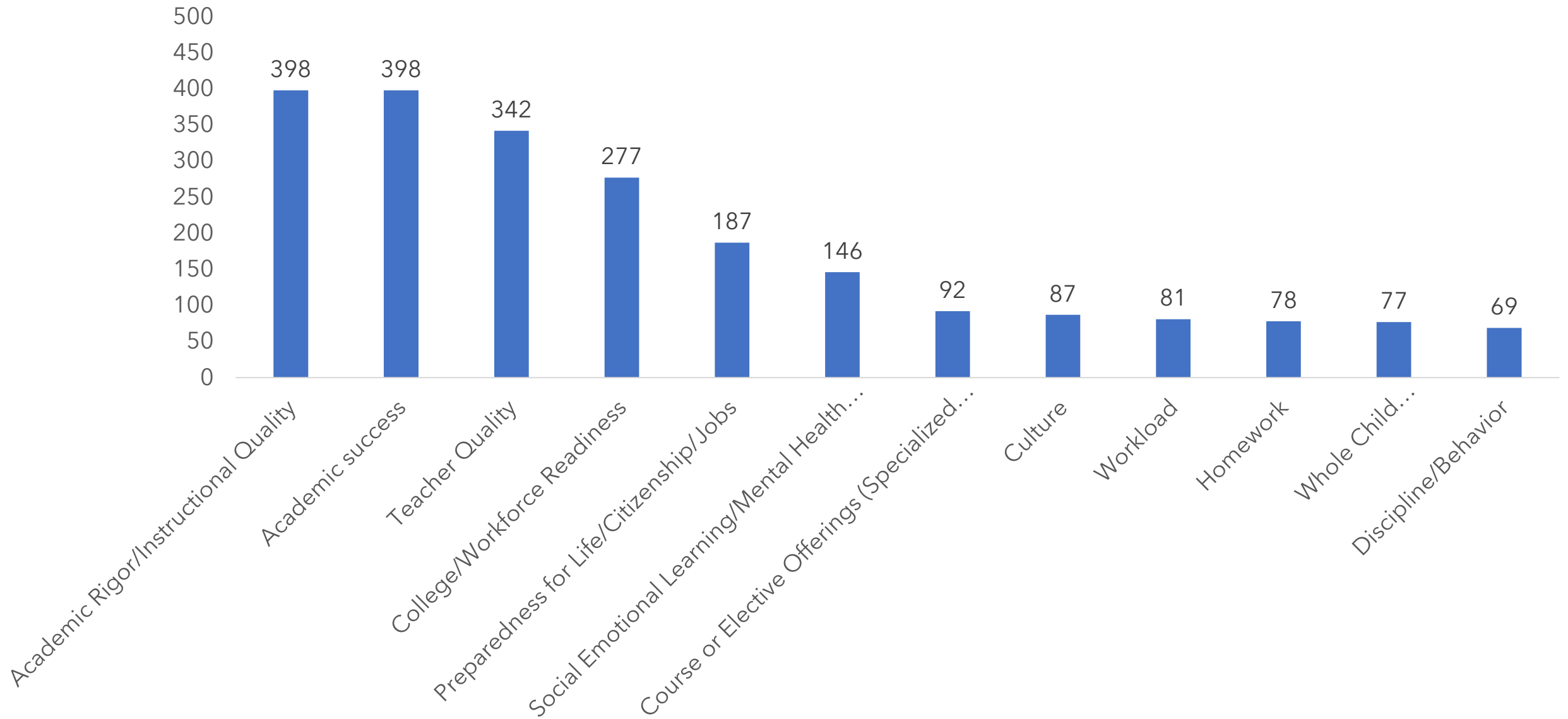
Hopes and Aspirations: Highest Frequency Themes

Total Combined Responses (N=4321)



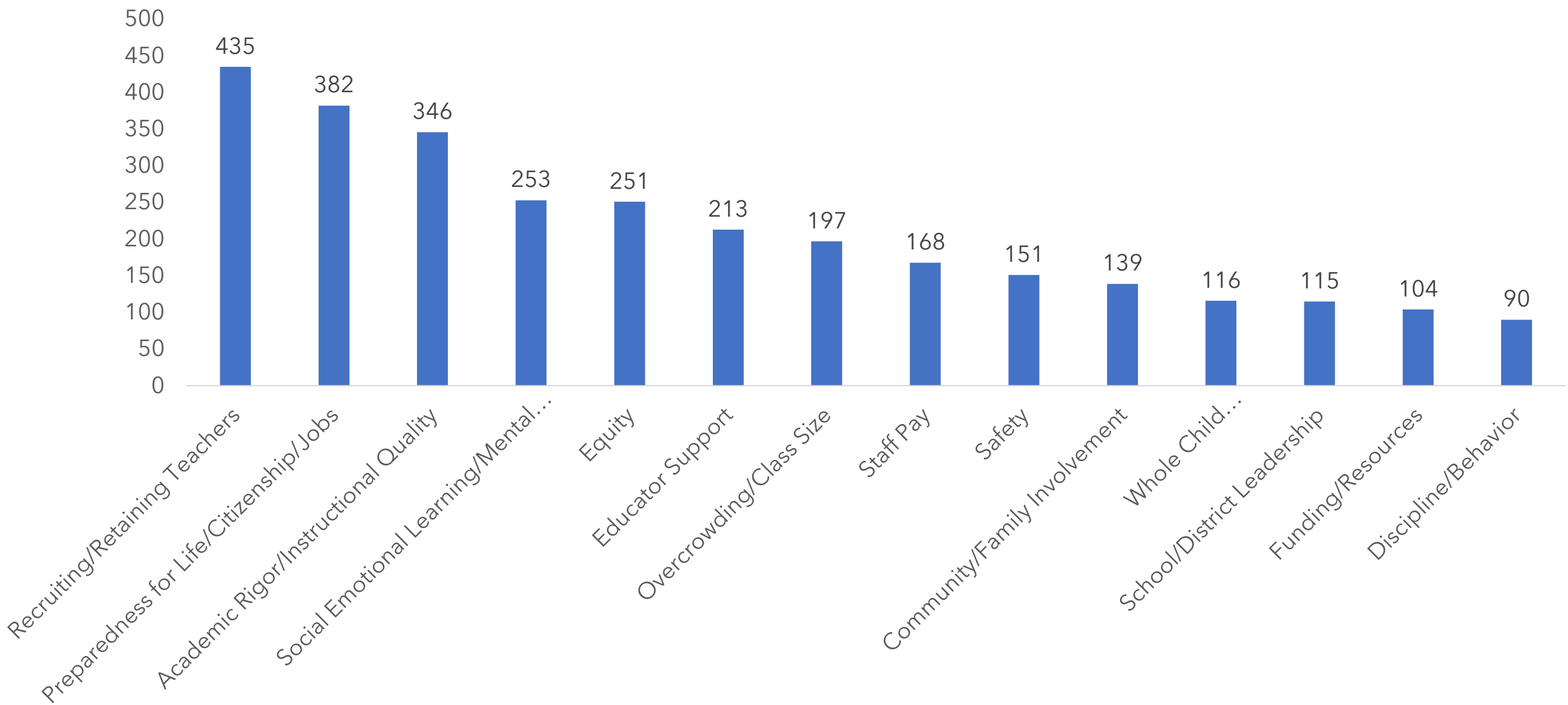
Hopes and Aspirations: Highest Frequency Themes

Highest Frequency Themes: Students



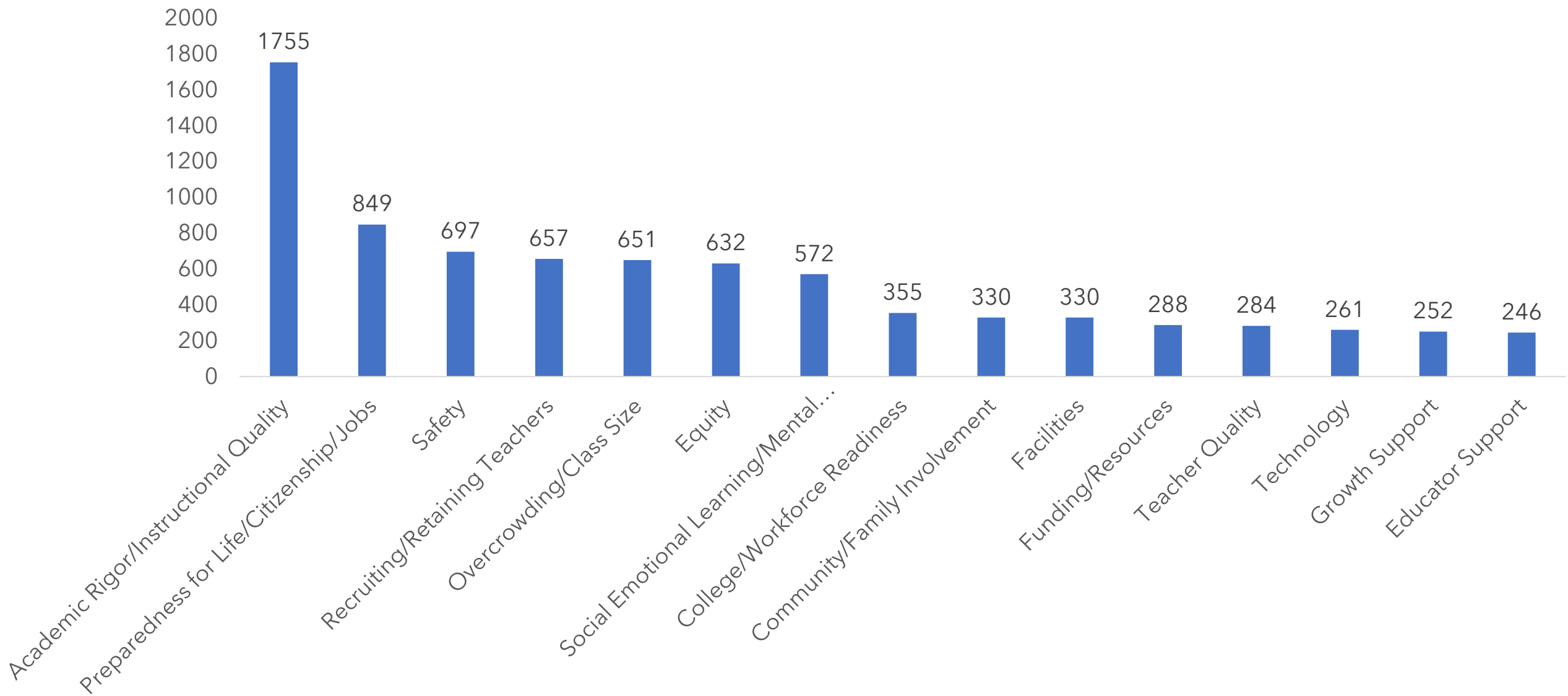
Hopes and Aspirations: Highest Frequency Themes

Highest Frequency Themes: Staff



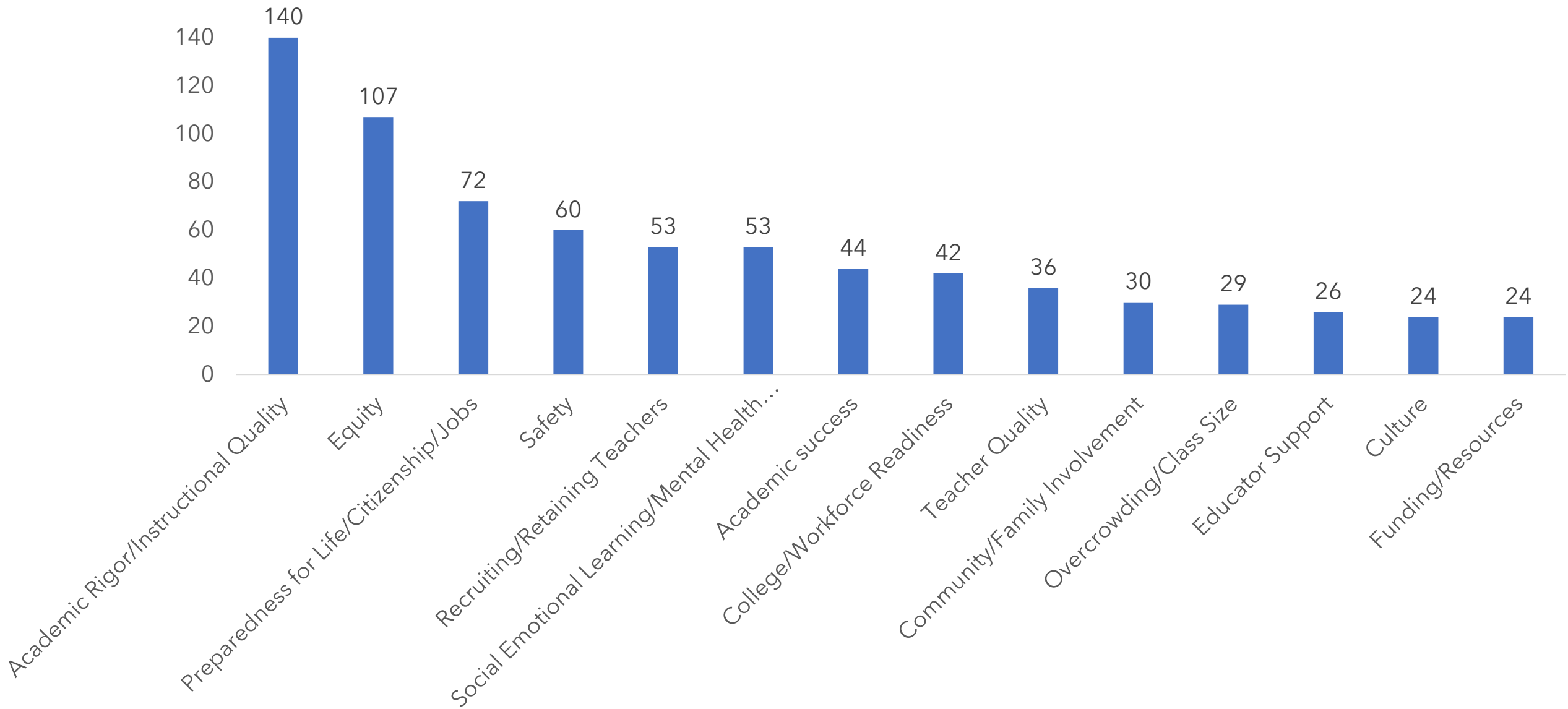
Hopes and Aspirations: Highest Frequency Themes

Highest Frequency Themes: Parent/Community



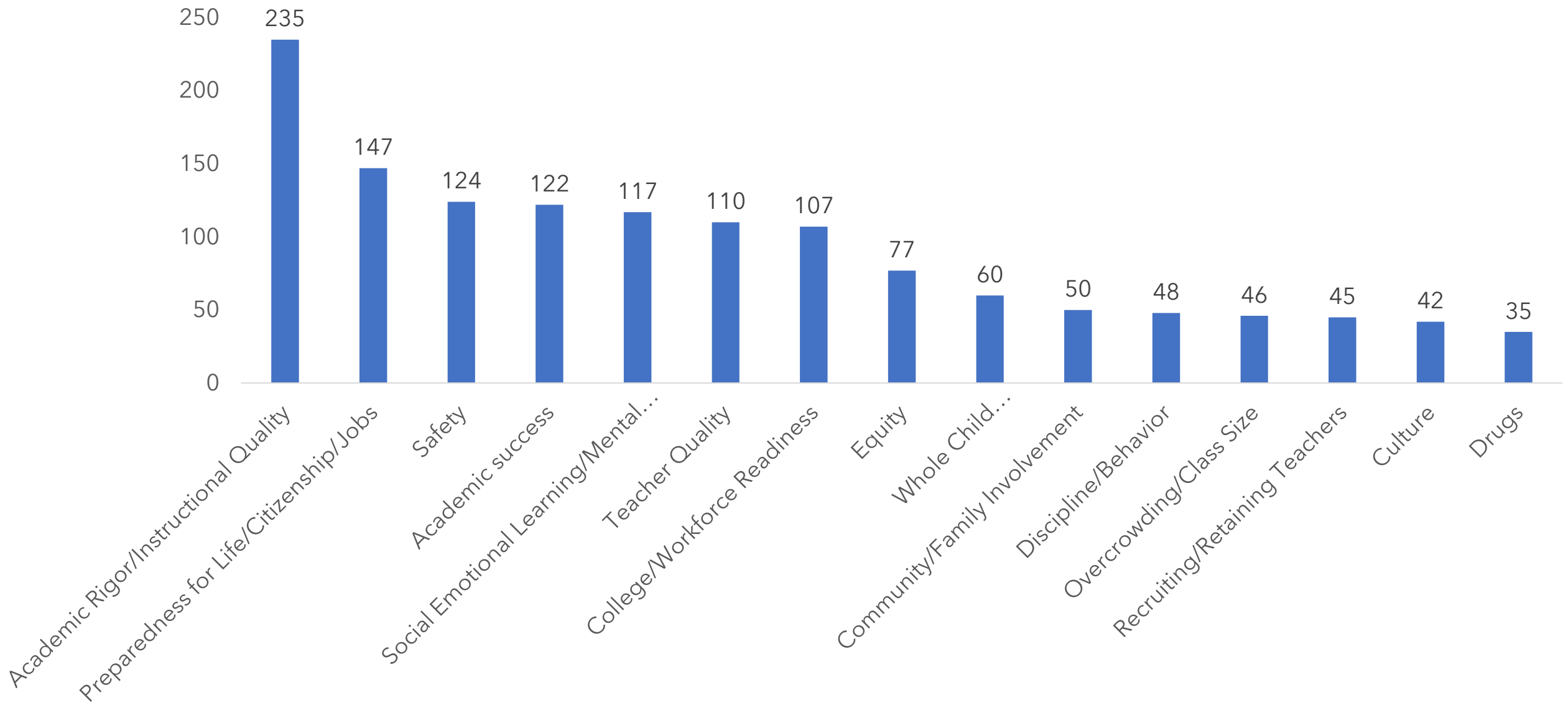
Hopes and Aspirations: Highest Frequency Themes

Highest Frequency Themes: Black/African-American



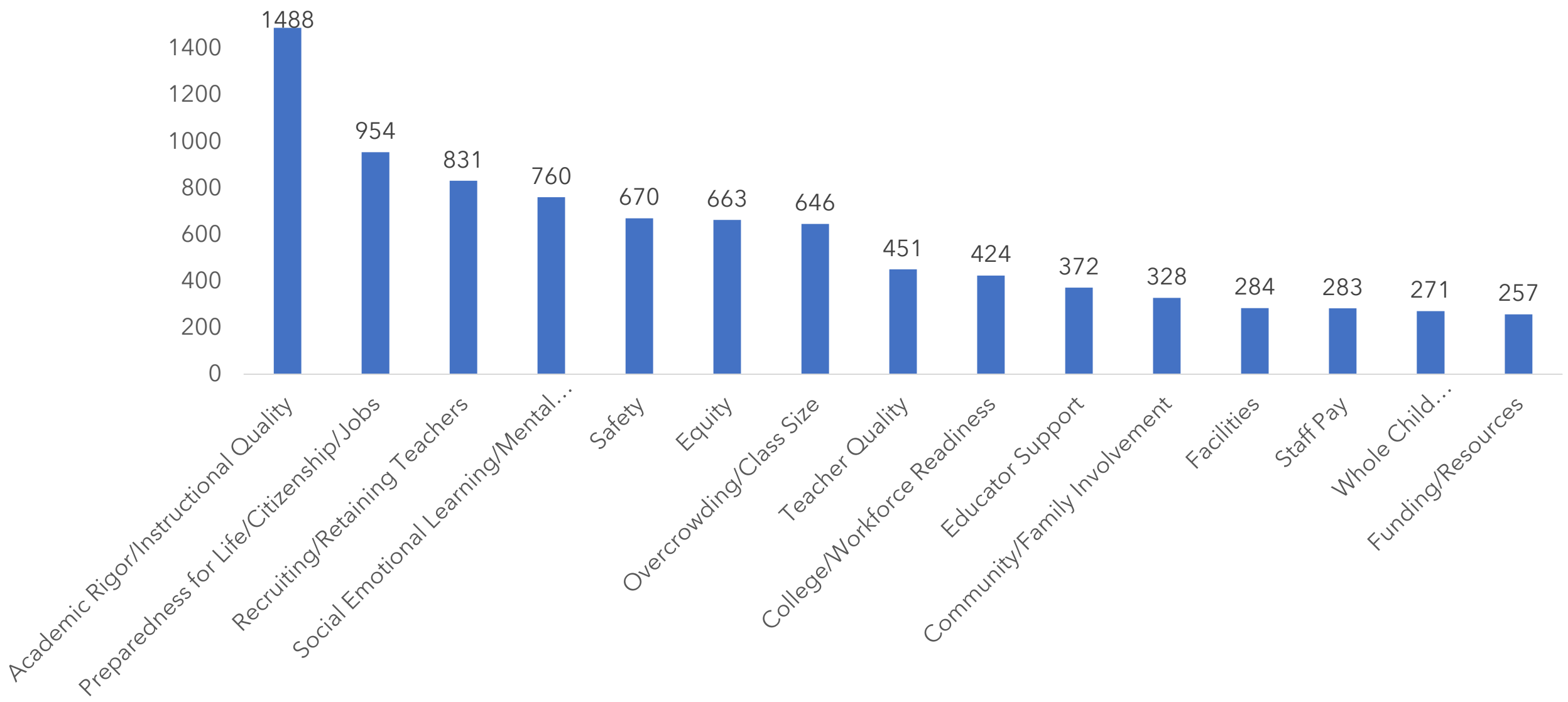
Hopes and Aspirations: Highest Frequency Themes

Highest Frequency Themes: Hispanic



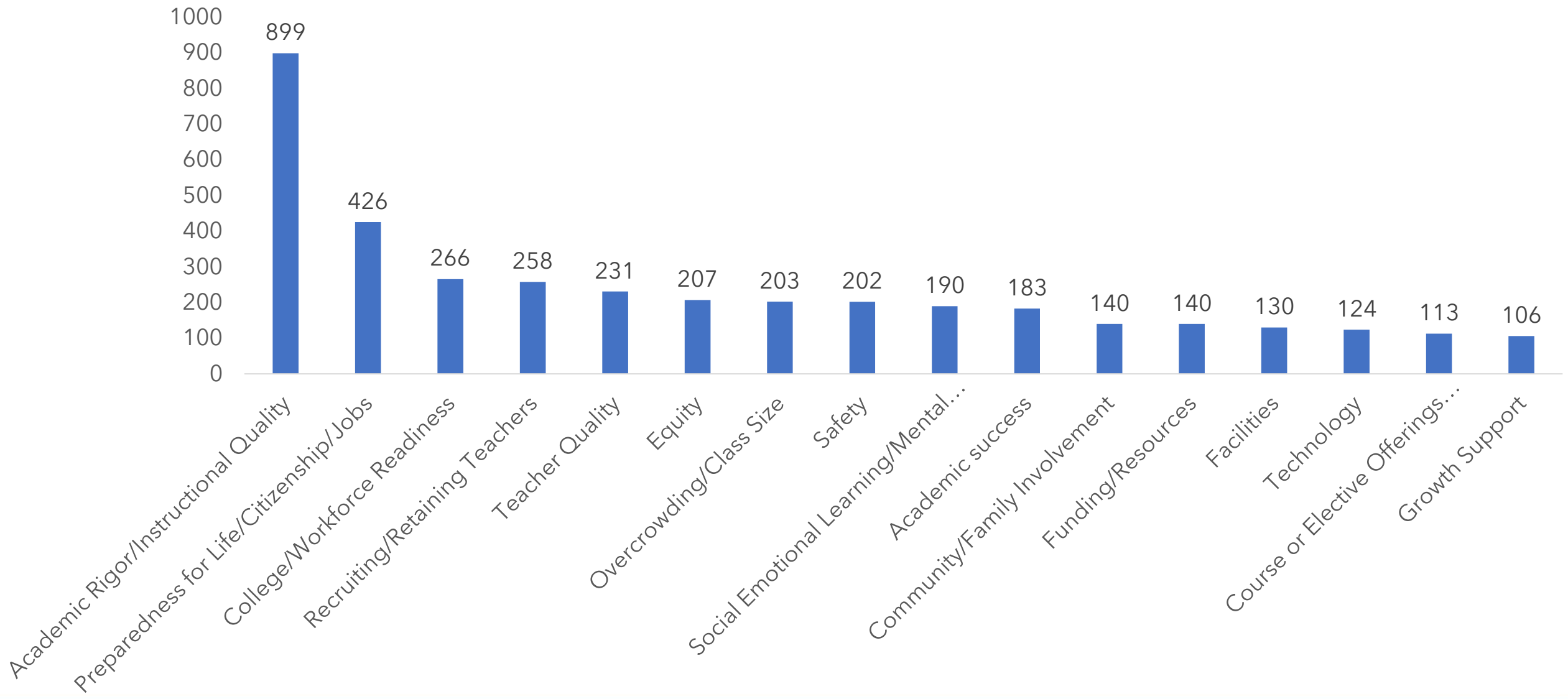
Hopes and Aspirations: Highest Frequency Themes

Highest Frequency Themes: Female



Hopes and Aspirations: Highest Frequency Themes

Highest Frequency Themes: Male





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THEMES FOR CONSIDERATION

Foundation Element	VISION	MISSION	CORE VALUES	PRIORITIES
Students	<ul style="list-style-type: none"> • Diversity, Equity, and Inclusion • Citizenship • Learning Opportunities • Learning Environment 	<ul style="list-style-type: none"> • Safety • Student Support • High Expectations 	<ul style="list-style-type: none"> • Diversity, Equity, and Inclusion • High Expectations 	<ul style="list-style-type: none"> • Student Success • Student Well-being and Safety
Staff	<ul style="list-style-type: none"> • Diversity, Equity, and Inclusion • Citizenship • High Expectations • [Statement is] ineffective 	<ul style="list-style-type: none"> • Diversity, Equity, Inclusion • Include Teachers and Staff • High Expectations • Learning Opportunities 	<ul style="list-style-type: none"> • Diversity, Equity and Inclusion 	<ul style="list-style-type: none"> • Engaged Workforce • Teachers
Parent/Community	<ul style="list-style-type: none"> • Diversity, Equity, and Inclusion • [Vision is] Ineffective • High Expectations • Citizenship • Career and College Readiness 	<ul style="list-style-type: none"> • High Expectations • Diversity, Equity, Inclusion • Safety • College and Career Readiness 	<ul style="list-style-type: none"> • High Expectations • Diversity, Equity, and Inclusion • [Values are] ineffective • Teacher Support • Citizenship 	<ul style="list-style-type: none"> • Teachers • High Expectations • Engaged Workforce • Accountability
OVERALL	<ul style="list-style-type: none"> • Diversity, Equity, and Inclusion • [Vision is] Ineffective • High Expectations • Citizenship 	<ul style="list-style-type: none"> • High Expectations • Diversity, Equity and Inclusion • Safety 	<ul style="list-style-type: none"> • Diversity, Equity and Inclusion • High Expectations • [Values are] ineffective 	<ul style="list-style-type: none"> • Engaged Workforce • Teachers • High Expectations • Student Success

- Achievement Gaps in Reading, Math, Science, and Social Studies for
 - Black/African-American Students
 - Hispanic/Latino Students
 - Students with Disabilities
 - English Language Learners
- Parent focus group responses mention efforts towards inclusivity and equity, although opinions on the effectiveness of these efforts vary. Some mention positive steps taken by the school district, while others believe there is room for improvement.
- Students mention that their ultimate goals are financial stability. However, generally students in Northern Arlington schools indicated that they wanted the independence that financial stability provided, while students in Southern Arlington schools suggested financial stability would alleviate the stress and anxiety of meeting monthly living expenses.
- PTO fund-raising mentioned regularly. Family focus group respondents emphasized the importance of ensuring equity in education, especially for schools without additional funding through the PTA. There is a desire for leveling the playing field and providing extra budget support, particularly for Title I schools or those in need.
- Comments in the foundations elements questions, related to equity were mixed with some support for continuing to improve on strategies to achieve equity and some calling for equality or
- Community focus group respondents placed strong emphasis on ensuring that all students, regardless of their backgrounds, feel included and comfortable in the educational environment. This includes addressing disparities among schools and providing resources to underrepresented communities.
- Community focus group participants indicated the lack of understanding by parents of historically underrepresented students about how to enroll or access choice programs, extracurricular activities, etc.



- Students, Parents, Staff, and Community all recognize the importance of students having at least one caring adult advocate.
- Parents and Community Members are concerned with staff shortages and the impact compensation has on retention.
- Students value the sense of community within their schools, including relationships with teachers, administrators, and fellow students.
- Student focus group respondents indicated they appreciate the support they receive from teachers and staff, especially in the last two years. Students indicated that building personal relationships with teachers creates a better learning environment. Students also say that teachers provide extra help, guidance, and flexibility, contributing to students' understanding and success.
- Student focus group participants also discussed the quality of their teaching and learning experience citing the impact of negative experiences with teachers, particularly in subjects like math, which were mentioned frequently. Students emphasized the importance of effective teaching and express concerns about teacher preparedness and training.
- Many students express the need for more personalized support from teachers. They want structured time for meetings and conversations with teachers to discuss their progress, clarify doubts, and receive feedback. Additionally, students value open communication and the opportunity to share their preferred learning styles with teachers.
- Parents cited the quality of teachers in APS and their dedication to students' success. This includes teachers reaching out to involve parents, strong parent-teacher communication, and creating emotionally safe environments.
- Parents also frequently cited the need for better teacher support and higher compensation. Some respondents felt that teachers cannot afford to live in Arlington, and there was a call for increased investment in teacher resources, including pay and materials.

- Students, parents, and the community all cited the need for additional career preparation and exposure (as early as middle school) and pathways that exist for all students.
- Students' aspirations for themselves include a focus on acquiring practical life skills, such as time management, communication, leadership, and problem-solving. Students want to be well-prepared for not only college but also the job market, emphasizing the importance of skills for future careers. Some students expressed the desire to graduate early to move on with their lives and career goals.
- Students see access to extracurricular opportunities as a connection to college and careers.
- Community members want students to receive well-rounded and engaging educational experiences that prepare them for both trade skills and college. The idea of creating career clusters and trade school programs is emphasized.

- Several community focus group responses mentioned the need for improved communication and transparency between the school system, parents, and the community. There are concerns about trust and the impact of past decisions on current relationships.
- Many community members emphasized the importance of clear and transparent communication between the school system, parents, and the community. They expressed the need for better information dissemination and understanding of APS priorities and strategies.
- Parents of English language students and historically underrepresented populations provide conflicting information about communication. Some indicate a support for the tools the district uses, while others indicate that the regular changing of applications to communicate is making communication less effective.
- Several parents raised concerns about communication between schools and parents. They cited issues with transparency, inconsistent communication, and a lack of clear explanations regarding school policies and decisions.
- Several parents cited the lack of feedback to students about what they are missing on assignments and how both they (parents) could support student improvement at home and how students could remediate their own deficiencies without the knowledge of what they are doing incorrectly.
- Families expressed a desire for greater inclusion in decision-making processes. They want the Superintendent and leadership team to actively include families and listen to staff when making decisions. Transparency in how feedback is used, and the decision-making process was also emphasized.
- Transparency in communication was a common theme. Families would like clearer, more open communication from Arlington Public Schools, even when the school system is working on addressing issues that may not have immediate solutions.

PLEASE
RETURN
IN 10
MINUTES



BREAK

VALUES INFORMING STRATEGIC PLAN DEVELOPMENT AND ENGAGEMENT



ALL STUDENTS AT THE CENTER

Students are at the center of every decision we have made about the processes of building our next strategic plan, including prioritizing in-person student focus groups, ensuring that ALL students are represented through the other engagement processes, and using the word "student" intentionally in the foundations questionnaire



EQUITABLE REPRESENTATION

To ensure historically under-represented populations and groups were intentionally and systematically included, we approached the selection of students, families, and community groups for focus group participation through an equity lens.



EQUITY OF VOICE

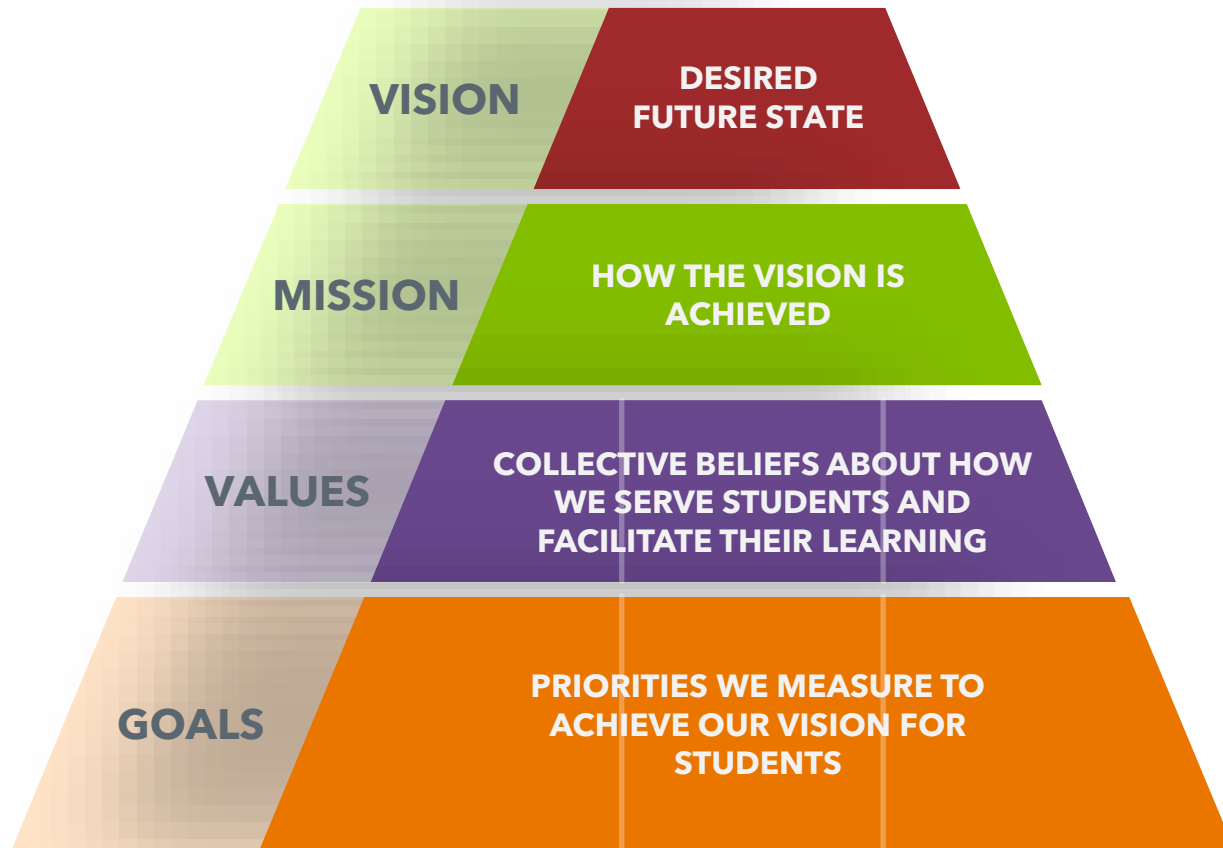
We are soliciting and using feedback through the development process in ways that respect the equity of voice of each individual.



INCLUSIVITY

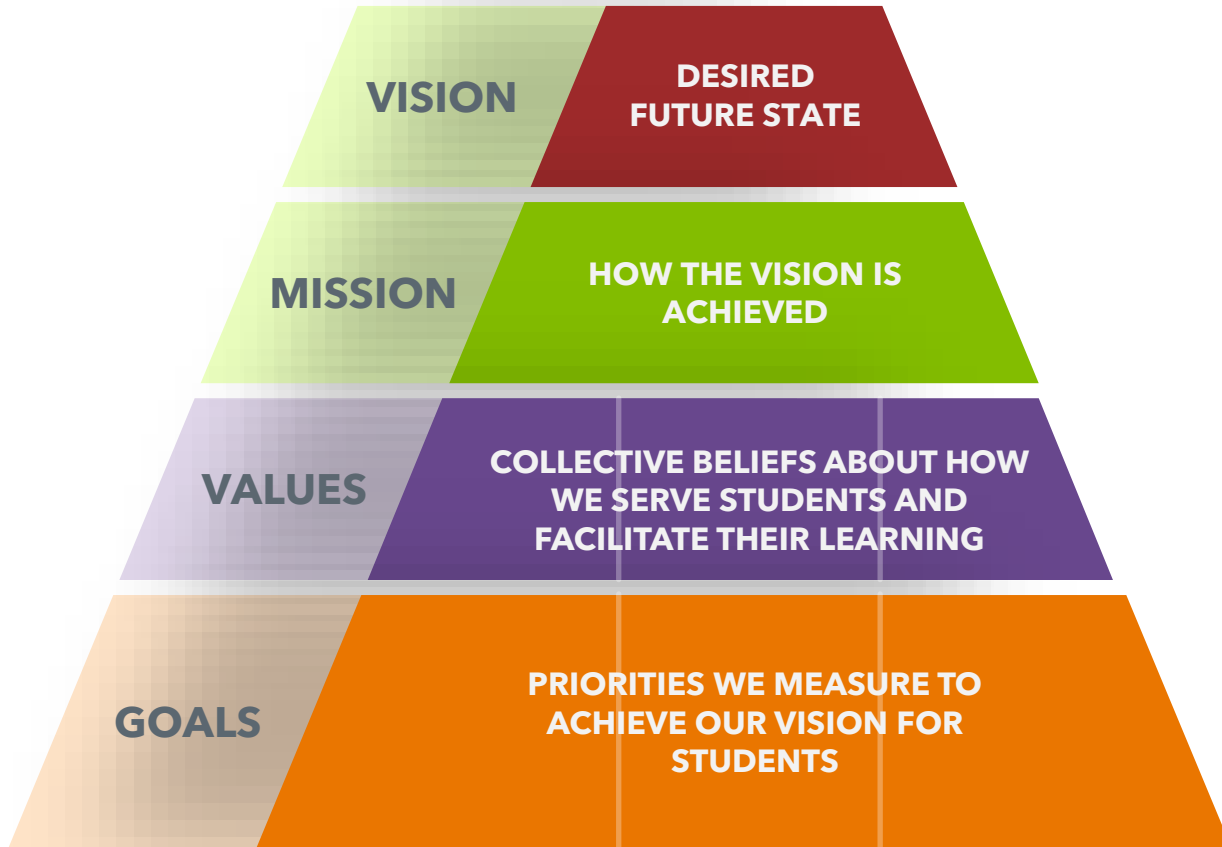
The approach for the foundations development is to enable ALL members of the APS community to inform the revision to the Strategic Plan foundations. This is accomplished by providing multiple opportunities for input and feedback and use of targeted outreach and engagement opportunities.

CRITERIA FOR CONSIDERATION



- Does it represent our aspirations for our students and the system?
- Does it represent ALL of the students and staff our system serves?
- Is it clear?
 - Free of jargon
 - Accessible to all readers
- Is it concise and inclusive of key ideas

DRAFTING FOUNDATIONS REVISIONS



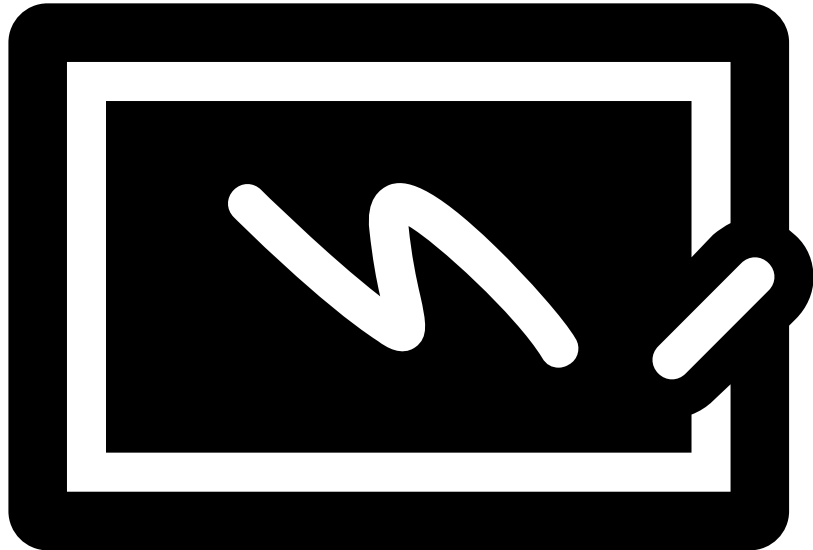
DRAFTING ACTION	TIME
Review of Data/ Information	10 minutes
Small Group Discussion	20 minutes
Likes/Prefers	15 minutes
Deliberate/ Refine	20 minutes
Consensogram	5 minutes

PLEASE
RETURN
IN 10
MINUTES



BREAK

PRIORITY DESCRIPTIONS



- Chalk-Talk
 - How can the statements for our priorities reflect
 - What we heard from the Community
 - What we want for ALL students
 - What is important about student learning
 - What is important to achieve in our school system
 - What opportunities we have to align to our future vision
- Rotate and Comment
- Summarize
- Present for Whole Group Review

Objective: FINALIZE FOUNDATIONS RECOMMENDATION FOR SUPERINTENDENT

- **Review Themes** from 2nd Questionnaire
- **Review and Refine Vision, Mission, Core Values, Strategic Priorities** in Small Groups
 - Review Foundations Draft Options for each Component
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MEETING EVALUATION

October 14, 2023

PLUS (+)	DELTA (Δ)