

Strategic Plan Update

Dr. Elizabeth C. Homan, Superintendent



Agenda



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- Structure of the Plan
- Strategic Priority 1: Needs Assessment and 1.1
- Strategic Priority 2: Needs Assessment and 2.3
- Strategic Priority 3: Needs Assessment and 3.3
- Strategic Priority 4: Needs Assessment and 4.2
- Q&A



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One Vision and Mission

APS Vision Statement

The vision of the Arlington Public Schools is to be an equitable educational community where all learners feel a sense of belonging, experience growth and joy, and are empowered to shape their own futures and contribute to a better world.

APS Mission Statement

The Arlington Public Schools focuses on the whole child to create inclusive and innovative learning opportunities for all students, values diverse identities and ways of learning, prepares all staff to maintain high expectations while providing necessary supports, and sustains collaborative partnerships with families and the community.

4 Priorities

Strategic Priority 1: Ensuring Equity and Excellence

Instructional Vision and Coherence

Student Belonging and Adult Support

Implementing MTSS

Strategic Priority 2: Valuing All Staff

Pathway to Teaching Programs

Reimagining Professional Learning

Competitive Compensation

Strategic Priority 3: Improving Infrastructure, Operations, and Sustainability

Inclusive and Modern Schools

Healthy Meals for All

Enhanced Facility Stewardship

Strategic Priority 4: Sustaining Collaborative Partnerships

Access to Before- and After-School Services

Welcome Center and Registration

Improved Communication and Partnership

12 Initiatives

Initiatives Include:

- Overarching Goal
- Responsible District-Level Person/Department
- Summary
- Major Milestones by Action Strands
- Outcome Metrics specific to the Initiative

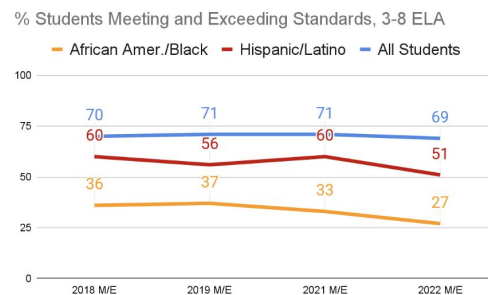
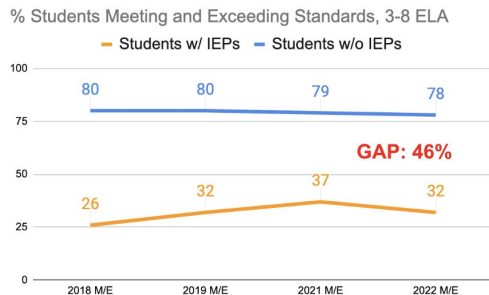
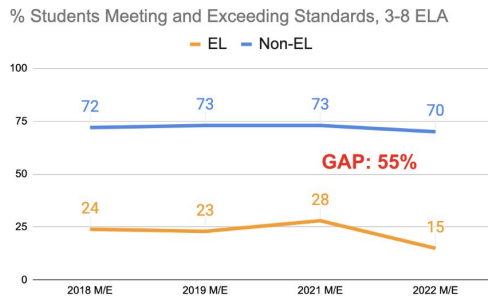
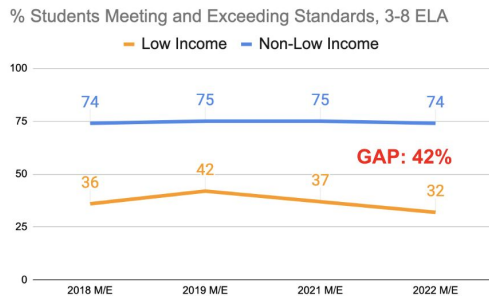
Each Priority includes a single "Needs Assessment" that provides an overview of the data informing the development of initiatives for that Priority.

Priority 1: Ensuring Equity and Excellence



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Achievement Gap Analysis: Grades 3-8 ELA for Four Focal Subgroups



APS will focus on closing experience, opportunity, and achievement gaps for the following **5 focal groups of stakeholders** in our work over the next five years:

- Students, and the families and teachers of students, who have IEPs;
- Students, families, and staff who identify as Black or Hispanic/Latino;
- Students, families, and staff who identify as lesbian, gay, bisexual, transgender, queer, intersexual, and asexual (LGBTQIA+);
- Students who are multilingual learners (MLs) and their families, as well students and families who speak a language other than English as their primary language in the home; and
- Students and families who are low-income.

Initiative 1.1: Instructional Vision and Coherence



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Four Action Strands:

- Develop and Implement Instructional Vision Aligned with Deeper Learning
- Identify and Implement Curricula aligned with Deeper Learning Instructional Vision
- Analyze and transform assessment and data collection practices
- Interrogate and Adjust Tracking and Leveling Practices Across APS

Outcome: For the academic achievement of students, specifically students with IEPs, students of color, multilingual learners (MLs), and students from low-income households, close the gap relative to their peers over 5 years, as measured by assessed subjects on state assessments such as MCAS and local assessments such as common curriculum assessments, benchmark assessments, or performance tasks. These groups are referred to as focal groups.

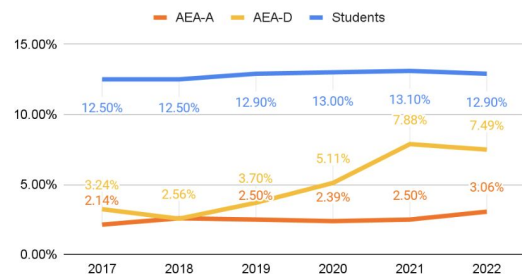
Priority 2: Valuing All Staff



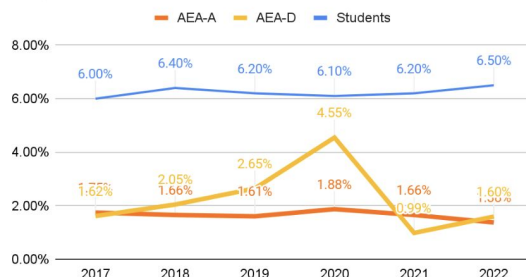
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AEA Units A&D Staffing by Racial Identity, 2017-2022

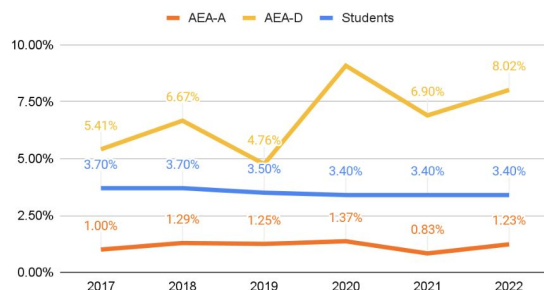
Asian: AEA-A, AEA-D, and Students



Hispanic/Latino: AEA-A, AEA-D, and Students



Black/African American: AEA-A, AEA-D, and Students



Staff Culture and Climate Surveys: Professional Development

QUESTION

At your school, how valuable are the available professional development opportunities?

23%
responded favorably

▲ 1
from Fall 2021

QUESTION

How much input do you have into individualizing your own professional development opportunities?

30%
responded favorably

▲ 2
from Fall 2021

QUESTION

How relevant have your professional development opportunities been to your work?

31%
responded favorably

▲ 3
from Fall 2021

QUESTION

Overall, how supportive has the school been of your professional growth?

48%
responded favorably

▲ 2
from Fall 2021

- Support a staff that reflects the demographics and experiences of the student population;
- Build on strengths of revised models for professional learning;
- Recruit and retain with competitive compensation and benefits.

Initiative 2.3: Competitive Compensation



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Two Action Strands:

- Refine and Track Strategies for Recruitment and Retention of Excellent APS Staff
- Establish and sustain competitive compensation

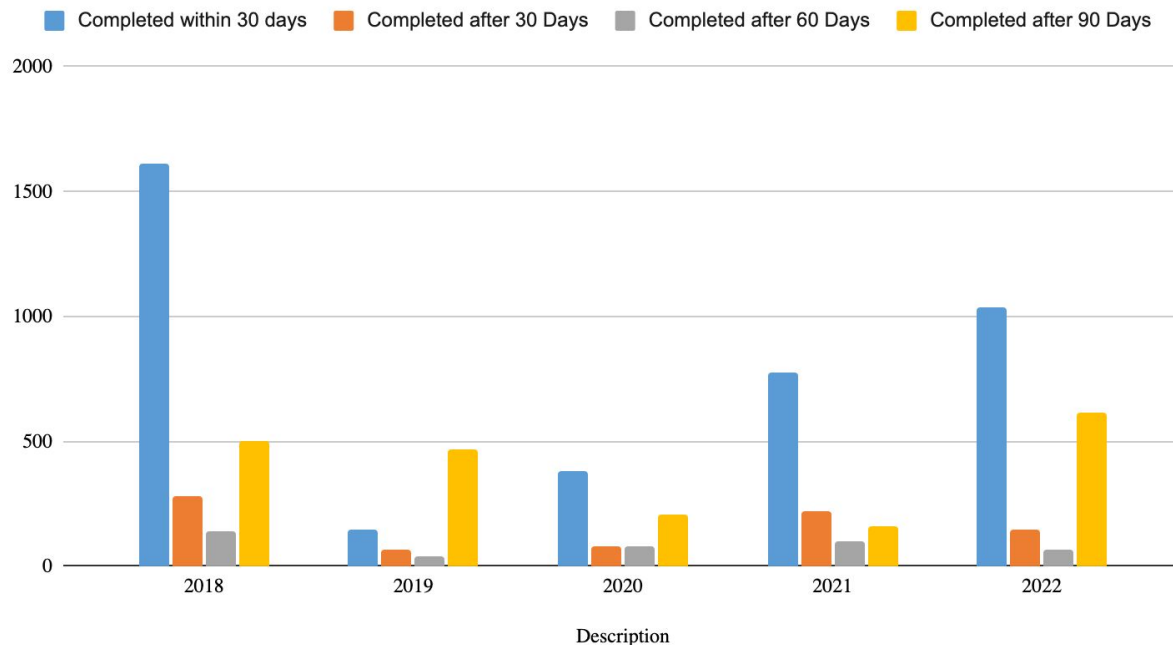
Outcomes: Reduce attrition rate by at least 20% when 'moving to a better paying district' is cited as the reason for staff departure; Improve standing in Town Manager 12 (calculated list of 12 comparable communities) average salaries; Increase staff diversity to more closely mirror the student body; current student body is approximately 30% BIPOC, whereas staff who identify as BIPOC are approximately 11%

Priority 3: Improving Infrastructure, Operations, and Sustainability

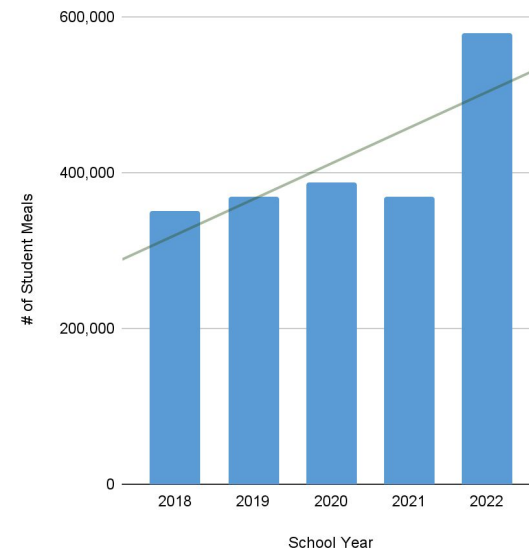


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Completed Facilities Maintenance Tickets by Fiscal Year



Student Meals Served by Fiscal Year



Initiative 3.3: Enhanced Facilities Stewardship



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Three Action Strands:

- Set baseline standards based on stakeholder feedback for building performance
- Improve use of asset management and maintenance system with consistent processes
- Use system data to assess preventative maintenance needs and establish phased improvement plan for all buildings

Outcomes: All school administrators report experiencing clear communication around how and why particular repairs get prioritized, based on annual surveys. Staff, students, and families are also asked focused questions about the quality of facilities, with areas of focus identified and addressed at an accelerated rate.

Priority 4: Sustaining Collaborative Partnerships



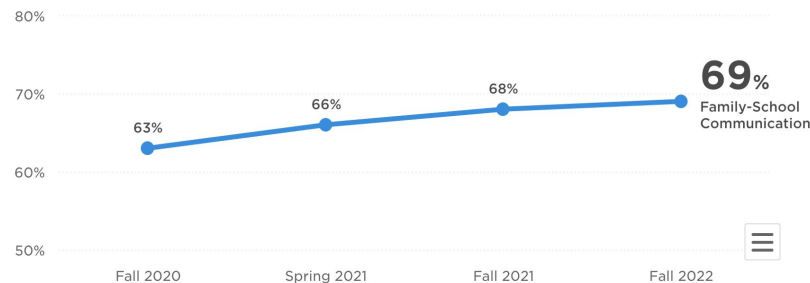
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Family-School Communication

Based on 695 responses

How have results changed over time?

Percent Favorable



Group Name	Group Size	Additional Family Assistance	Cultural Awareness and Action	Family-School Communication	Learning Behaviors	School Climate	School Safety	Student Needs
All respondents	695	89%	53%	69%	50%	74%	82%	78%
Does your child identify as transgender?								
Yes	11	-3	-15	-3	-14	-7	-5	-20
No	658	0	+1	+1	0	0	0	0
I'm not sure	16	-5	-16	-5	-3	-9	+4	-12
I prefer not to answer this q...	7	-11	-21	-26	-17	-33	-17	-21

- Streamlined and centralized communications and registration systems
- Improvements in family experiences interacting with members of our staff and advocating for their children's needs, particularly for focal groups
- Expanded access to before- and after-school programming, including extracurricular

Initiative 4.2: Welcome Center and Registration



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Three Action Strands:

- Hire/assign Welcome Center leadership and staff and establish standard operating procedures
- Development of materials and opportunities for families to engage with and learn about the district
- Assist with implementation of regular family and student Orientations to support transitions between schools

Outcomes: The experiences of families, specifically those families whose students have IEPs, identify as transgender, or identify as people of color (all considered focal groups) demonstrate significant improvement over 5 years as reported on annual culture and climate surveys; By year 5 of plan, 95% of families new to district are satisfied with enrollment and onboarding experience, as reported on Welcome Center and Registration surveys; Families that do not speak English as their primary language and families of English Learners feel more connected to the schools and the district as reported on the annual Climate and Culture Survey “Additional Family Assistance” category, and in ELPAC meetings.

Q&A



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