

Communication and Partnership

Strategic Priority 4	Sustaining Collaborative Partnerships	Short Initiative:	All families experience robust and coherent partnership opportunities and clear, accessible communication from educators, schools, and the district.
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Overarching Goal

What is the outcome that this initiative seeks to achieve in five years?	<p>APS will furnish multi-faceted, coordinated opportunities for robust family engagement, including school transitions and ongoing learning to facilitate optimal student learning. Communications with families across the district will be clear, accessible, and consistent.</p> <p>As a result all APS families will feel connected to and respected by the schools their children attend, as well as the district overall. Families will know how to connect with their child's school or the district to get the information they need. They will also understand and feel connected to the vision of what an APS graduate should be prepared to do and to conversations about curriculum, equity, and learning. Additionally, all families will have multiple avenues for sharing information, feedback, and questions.</p> <p>Communications between families and schools will be consistent and equitable across the district, such that families with students at multiple schools will have a similar experience and will have access to translated materials and translation resources consistently.</p> <p>With these features in place, families will all be able to support learners in their growth and development in partnership with schools.</p>
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Responsible Department	Director of Communications and Family Engagement
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Summary

A summary of what we are trying to accomplish and why

Currently, families of APS learners experience very different frequency, content, and styles of communication from individual schools. Opportunities for engagement vary widely across the district and contribute to inconsistent feelings of belonging and awareness of information, especially in terms of cultural relevance. In the next 5 years, APS seeks to offer families a proactive, uniform system that ensures that they connect to all of the district's resources and that they are able to engage with their schools and their learners in ways that are meaningful and supportive.

Key to these efforts are access to communications, resources, and services. Translation and interpretation resources must be available for written and oral communication between school and families for all who require it, phasing in translation expectations with certain highest importance communications and then continuously adding to that list.

Communication that is clear and accessible is especially important at key junctures, including transitions (e.g. entering a new school community) and learner support outside of school (e.g. understanding student progress reports). In addition to information sharing from school to family, APS also seeks to provide coordinated multi-faceted engagement opportunities that support relationship building that in turn supports student learning. For example, district-wide conversation about math pedagogy would allow for families to understand the trajectory of their learner(s) and could also illustrate what families can do to support their learner. Similarly, as students are asked to develop further independence and self-efficacy, APS can facilitate dialogues across teachers and families to build a broad supportive environment for learners. This work aims to create both family-to-school and family-to-family communication. Finally, it is critical to the success of initiatives across this plan that APS prioritize two-way conversations with families about the equity work of the district, to include discussions about how we define equity, how and why certain actions are taken to improve the experiences of focal groups defined in this plan, and how we can better meet the needs of marginalized members of our community, thereby improving the experiences of all members of our community.

In addition, APS will ensure that there are multiple and varied pathways for feedback. Once established, APS will provide education and awareness efforts for families about modes and methods of feedback, engagement, and advocacy. Methods for this include, but are not limited to, family visits; supportive school-based family liaisons; buddy systems that partner families and students; English conversation groups; and more.

Major Milestones

These are the highest priority, most meaningful deliverables, and actions we must achieve to successfully arrive at the desired outcome from our current state.

Financial Impact provides amounts for the community to use as estimates in understanding the cost of undertaking these crucial initiatives. Figures represent the estimated amount that this work would cost in a given year. Annual budgets will implement this plan, which will at times lead to other services being changed and eliminated as we develop aligned budgets that account for the initiatives in this plan.

Major Milestones	<u>Year 1:</u> <u>2023-24</u>	<u>Year 2:</u> <u>2024-25</u>	<u>Year 3:</u> <u>2025-26</u>	<u>Year 4:</u> <u>2026-27</u>	<u>Year 5:</u> <u>2027-28</u>
Ensure all district and school websites are consistent on the district platform and are user-friendly	Complete migration of school sites and clean-up/accessibility of new website, and establish norms		Maintain and update sites with current information		
Financial Impact	\$66,000	\$66,000	\$110,000	\$110,000	\$110,000
To Fund	.6 District Communications Specialist (ESSER in Year 1)		Stipends for school-based webmasters 1.0 District communications specialist/webmaster		
Define expectations and establish	Review equity audit recommendations for initiatives to address 2-way	Create a standard system of expectations for community	Communication expectations are embedded into teacher training	Assess use of standard expectations Assess family feedback mechanisms for usage, quality of feedback, how issues	

practices for effective school-home 2-way communication, to include	<p>communication</p> <p>Define expectations for home-school partnerships and routines</p> <p>Establish practice and funding requirements for fully-funded access to interpretation and translation services; build funding line into FY25 budget</p>	<p>communications district-wide (Director of Communications and Family Engagement offers guidance and tools to schools)</p> <p>Implement 2-way communication plans and expanded access to translation and interpretation</p>	<p>Refine 2-way communication plans (including family feedback) and improve as needed</p>	<p>raised can influence proactive communication going forward</p> <p>Establish revised ongoing schedule for family engagement</p>
Financial Impact	\$10,000	\$50,000	\$50,000	\$40,000
To Fund	<p>Estimated cost for increase in usage and availability of translation and interpretation services or platforms/software to aid in family communication. Other costs include staffing included in other initiative strands.</p>			Sustained Efforts
Expanded coordination of parent groups and establishment of Family University	<p>Establish partnerships with PTO leadership to support town-wide organization and possible town-wide funding for school-family</p>	<p>Pilot APS Family University / Workshop Series</p>		<p>Refine and sustain systems for Family University and coordination of parent groups across schools</p>

	connection events		
Financial Impact	\$0	\$50,000	\$50,000
To Fund	NA	Guest speakers, supplies for forums or conferences, advertising for events	Sustained efforts

Key Metrics

These are metrics that can serve as strong indicators of performance and are directly representative of successful execution of the initiative.

Outcome metrics are the indicators that will be tracked whereas targets are the specific benchmarks to be achieved by specific deadlines.

Major Milestones	<u>Year 1:</u> <u>2023-24</u>	<u>Year 2:</u> <u>2024-25</u>	<u>Year 3:</u> <u>2025-26</u>	<u>Year 4:</u> <u>2026-27</u>	<u>Year 5:</u> <u>2027-28</u>
Outcome Metric 1	In an annual parent survey on school-family communication, 95% of parents report “yes” to the question: Does the district provide clear communication?				
Annual Benchmark	Establish expectations	Implement expectations and establish baseline	Improve relative to baseline in order to reach 95%		
Outcome Metric 2	In a faculty survey, 95% of teachers and administrators know the protocol on communication lead time for signups for parent-teacher conferences and school visits, and regular communication about classroom activities.				
Annual Benchmark	Establish expectations	Implement expectations and establish baseline	Improve relative to baseline in order to reach 95%		
Outcome Metric 3	In an annual parent survey of families that speak multiple languages, 95% of parents report “yes” to the question: Were district-wide and school-wide communication (such as Superintendent’s letter and Principal’s newsletter) and important documents pertaining to your child’s education (such as progress reports, IEPs, etc.) translated into your native language accurately, and were competent interpreters provided at important school and district events (such as P-T conferences, building tours, IEP meetings, PTO meetings, district level parent forums, etc.)?				
Annual Benchmark	Establish expectations	Implement expectations and	Improve relative to baseline in order to reach 95%		

		establish baseline	
Outcome Metric 4	Family surveys include questions that assess the extent families feel they are co-creators of school communities, and the answers show increasing levels of positive responses.		
Annual Benchmark	Establish expectations	Implement expectations and establish baseline and target	Improve relative to baseline to reach target