

Strategic Plan Steering Committee

November 27, 2017 - Meeting #3

Participants

Co-chairs: Ted Black and Meredith Purple

SB Liaison: Tannia Talento

Attending: M. Fanguy, J. Flores, M. Forbes, K. Jackson-Davis, J. Johnson, W. Kernodle, K. Krider, A. Luqman-Dawson, H. Machado, L. Mancilla, Z. Raof, J. Richards, H. Sauve, D. Snow, I. Spencer, M. Swisher, L. Wiggins, T. Yeatts, T. Nattrass, L. Stengle, P. Murphy

Regrets: L. Ambellu, N. Arandia, J. Hernandez, E. Holmes, B. Stokley

Observers: one

Note Checkers: Jennifer Flores & Moira Forbes

Welcome: Competencies and Attributes

Chairs welcomed the committee.

Tannia Talento was introduced and she welcomed the committee on behalf of the School Board. She announced the work session on 11/28 regarding the AFSAP & CIP. A questions was asked about the relationship between the strategic plan and the 10 year CIP, and Ms. Talento explained how the CIP is updated every two years, assessed by the AFSAP.

The chairs reviewed the agenda and the Competencies and Attributes developed at the last meeting are posted around the room. Notes from the last meeting are also posted on the website.

The slide is titled "Agenda" and features the Arlington Public Schools logo. The content is as follows:

- Welcome: Competencies and Attributes
- Current State:
 - Hanover Report (vision)
 - Core Values
- Public Comment
- Closing

At the bottom right, there is a small graphic with the text "Engage AFSAP" and "Thank You".

The slide is titled "Welcome: Competencies and Attributes" and features the Arlington Public Schools logo. It contains several handwritten notes on sticky notes:

- Left sticky note:** "AUTOREGULATION", "COMMUNICATION", "PROBLEM SOLVING", "CREATIVITY & INNOVATION", "CAREER & STRONGWILL", "CIVIL RIGHTS", "CIVIL DISOBEDIENCE", "CIVIL DISOBEDIENCE", "CIVIL DISOBEDIENCE".
- Middle sticky note:** A flowchart showing "LEARNING" leading to "LEARNING OUTCOMES" and "LEARNING EXPERIENCES".
- Right sticky note:** "learner centered", "public responsibility", "measuring the responsibility of choice (learner agency)", "complexity based, relevant, individualized", "personalized, socially embedded".
- Bottom sticky note:** "Competencies or Attributes", "Resilient", "Agency (agency has to create change)", "Self-determined", "Collaborative curiosity", "Flexible", "Global Thinking", "Deliberation", "Respectful of Understanding Cultural Differences", "Valuing differences", "Purposeful use of technology (digital use of it)", "Very able to collaborate and work in the virtual world".

At the bottom right, there is a small graphic with the text "Engage AFSAP" and "Thank You".

The committee members got up and reviewed the information. They then talked at their tables and noted items that were missing, adding to the list of attributes.

Working Agreements

- Assume positive intentions
- Allow everyone's voice to be heard
- Focus on the work
- Promote a sense of inquiry
- Pay attention to self and others
- Formulate the milestones for creating the strategic plan through collaboration
- Create a goal of consensus
 - Acceptable rather than the perfect
 - Best intentions rather than winning a point
- Keep in mind, the School Board makes the final decision

Housekeeping

Notes

Questions from Prior Meeting

- Previous two APS strategic plans
- 3-5 year action plan (developed 2016-17)
- Community outreach timeline and plan

Housekeeping:

- New items were added to the web site
- Shared draft community outreach timeline and plan. This will not be posted on the web site, instead they are a planning document for our group. Please review and provide input if we need to add meetings, or groups. Reflects suggestions from the steering committee. Email and feedback to the chairs and Lisa.
- Section with resources provided by committee members will be added this coming week.

Outcomes

By the end of our process, participants will:

- Use our current data to provide clarity and focus for APS
- Define the ideal state of the district
- Develop a wide-range of goals, strategies, and objectives to reach the ideal state

Going from **What If...** to **Results**

Design Thinking

DESIGN			CONSTRUCT	
Understand: Ends in <i>INSIGHT</i>	Create: Ends in <i>IDEAS</i>		Deliver: Ends in <i>REALITY</i>	
Define	Ideate	Scale	Adopt	Implement
What is our current state?	How do we reach our vision?	What is most important in reaching our vision?		What action steps will be taken to implement the strategies?
What is happening locally? At the State? Nationally?	Key ideas?			What are the results?
Mission Vision Core Values	Goals Strategies Objectives	Goals Strategies Objectives	Strategic Plan	Action Steps Results

→

Outcomes:

- Reminder of where we are going, and the outcomes of this work. Continue to focus on the big picture for next couple of meetings.

Mission, Vision, and Core Values

Originally planned to look at external scan and dashboard, but in prep for the meeting we realized the dashboard was too deep down the road so we'll do that work later in December. Tonight we'll focus on vision.

Current State: Hanover Report (vision)

At tables, refer to scan, make a chart with key considerations, opportunities & threats.

This report is on the resource web page www.apsva.us/wp-content/uploads/2017/10/Environmental-Scan-11-14-17.pdf. Summarizes findings and includes links to source resources.

What are the key thing for our work to consider?

- Key considerations – those items you feel are most important
- Opportunities – external factors that are likely to have a positive effect on achieving or exceeding our goals
- Threats – external factors and conditions that are likely to have a negative effect on achieving our goals

Key Considerations	Opportunities	Threats
Those items that you feel are most important	External factors that are likely to have a positive effect on achieving or exceeding our goals	External factors and conditions that are likely to have a negative effect on achieving our goals

Charts posted on back wall, time provided for others to review each tables work.

Now, combine what you identified in the Environmental Scan combine it with what you read about the Future of Education. Answer the question, “What do we aspire to achieve in the future?” Bullet what you see.

KEY CONSIDERATIONS	OPPORTUNITY	THREAT
<p><u>SOCIO-DEMOGRAPHIC</u></p> <ul style="list-style-type: none"> * NORTH/SOUTH ARLINGTON DIVISION * HOUSING - AFFORDABLE (ECONOMICS) * POPULATION AND OVER CAPACITY 	<ul style="list-style-type: none"> * CREATES NEW PLACES FOR OPTION SCHOOLS <p>EXPANSION, FACILITIES ASSESSMENTS RE PURPOSE EXISTING SPACES</p>	<ul style="list-style-type: none"> * REINFORCES INEQUALITY IN SCHOOLS (FINANCIAL/POLITICAL) * YOUNGER FAMILIES OR GROWING FAMILIES CAN'T AFFORD TO STAY * VOTER PUSHBACK * STUDENT LEARNING ENVIRON + SAFETY
<p><u>ECONOMICS</u></p> <ul style="list-style-type: none"> * QUALIFIED PROFESSIONALS * STABLE TAX REVENUE IN ARLINGTON ALIGNED CORE EMPLOYMENT OPPORTUNITIES 	<ul style="list-style-type: none"> * BETTER PAY/BENEFITS FOR STAFF: SELECTIVE (IMPROVE STUDENT LEARNING) * CORE EMPLOYMENT OPPORTUNITIES CAN LEAD TO EXPANDED LEARNING, INTERNSHIPS, → CAREER PATHS 	<ul style="list-style-type: none"> * ARLINGTON ** PLACE TO LIVE (RETAIN YOUR HRES)
<p><u>TECHNOLOGICAL AND SCIENTIFIC FACTORS</u></p> <ul style="list-style-type: none"> * INDUSTRY + TRENDS IMPACT LEARNING * VA COMPUTERS SCIENCE REQUIREMENT (K-12) 	<ul style="list-style-type: none"> * COLLABORATIVE OPPORTUNITIES w/ STUDENTS * ADVANTAGE TO LEARNING, WORKPLACE CORE OF LEARNING 	

Considerations	Opportunities	Threats
<p>Population Growth (HI income) (+ Housing Cost)</p> <p>+ Revenue</p>	<p>More revenue</p> <p>More revenue</p> <p>Chance to reset</p> <p>More opportunities for dual enrollment and internships.</p>	<ul style="list-style-type: none"> • Loss of resident workforce • Lack of single family homes. • Increased density. • Empty buildings in the future. • Loss of diversity.
ESSA	<ul style="list-style-type: none"> • Flexible options • Varied Assessments • Going beyond academics. 	<ul style="list-style-type: none"> • Uncertainty • Cumbersome? • Resources Availability • Will we be able to monitor the growth of every child?
TECH	<p>Reinvesting the classroom experience.</p> <ul style="list-style-type: none"> • chance to fully utilize current tech 	<p>Trained teachers.</p> <ul style="list-style-type: none"> • Managing and balancing use of tech in learning
Educational Trends	<p>Chance to improve learning</p> <p>Continuum of Social Learning</p>	<p>Conflicting family values.</p> <p>Conflicting family values.</p>

Key Considerations	Opportunities	Threats
Growing population More high cost housing	Increased residential tax base Urban school model	High housing costs = recruiting challenge School capacity - how to predict millennial kids
Demand for health care jobs APR standards compared to state/federal minimums	Vocational training in health sciences Attract people to Arlington who value education	\$B investment needed
How to use technology in schools How to prepare students to use technology	Proximity to many higher ed schools for partnerships	Help parents + teachers use technology so students can participate
Focus on social-emotional learning Emphasis on career technical education		

KEY CONSID

CUSTOMERS +
CITIZENS

- bigger issues
require strategic
+ global response
- plan for the system
not individual schools

OPP'T

THREATS

- continue to help
students feel safe
@ school - given
stress and external
issues
- addressing a
series of cultural
norms being challenged
in our society
- be intentional to
anticipate threats

EDUCATIONAL
TRENDS

- social media
reveals trends
coupled w/ better
soft skills prizes
a more global view

- specializing
too soon may
keep too focused
on career +
technical skills
rather than
serendipity

(2)

KEY CONSID.	OPPORTUNITIES	THREATS
ENROLLMENT CHANGE MGMT.	<ul style="list-style-type: none"> - forces innovation - can't rest - experimentation - impacts decision to seek alternatives (more likely looking @ other choices) 	<ul style="list-style-type: none"> - Velocity of change - debt burden grows - keeping up quality of staff - environmental conditions (crowding) - stress on facilities - keeping up w/ other responsibilities - focus on bldg.
COMPETITION	<ul style="list-style-type: none"> - may attract some families - draw talent to APS 	<ul style="list-style-type: none"> - not a major threat - if not addressed could signal trend away from public schools as has occurred in other cities
CUSTOMERS + CITIZENS	<ul style="list-style-type: none"> - negative trends force us to have overdrive conversations about problems - bullying, drugs, discrimination etc. stress, mental illnesses - we have trended upwards in satisfaction - means its walking. 	

KEY CONSIDERATIONS

- ECONOMIC CHANGES. INCREASES IN HIGHER INCOME HOUSEHOLDS. DECREASES IN DIVERSITY (SOCIO-ECONOMIC).
- COMPETITION FOR TEACHERS.
- ACCOUNTABILITY

OPPORTUNITIES

- ACCESSING OUR THRIVING WORKFORCE FOR INTERNSHIPS, TECHNICAL TRAINING.
- CURRENT SUPPORT FROM THE COMMUNITY 84%

THREATS

- POTENTIAL LOSS OF DIVERSITY
- COMPETITION FOR STUDENTS.

WHAT DO WE ASPIRE TO ACHIEVE ?? IN THE FUTURE

- CONTINUED BALANCE IN TAX BASE → ALLOWS OPPORTUNITIES/DISCUSSION FOR INNOVATION, PLANNING, PRIORITIES
- DIVERSE OPPORTUNITIES IN LEARNING
- TO ELIMINATE ACHIEVEMENT GAPS
- DEVELOP GLOBAL THINKERS
- EXPAND COMMUNICATION SKILLS VERBALLY, WRITTEN, TECHNOLOGY, LISTENING, CRITICAL THINKING
- INTERACTIVE SYSTEM THAT ALLOWS PARENTS/STUDENTS TO NAVIGATE EDUCATIONAL OPPORTUNITIES/RESOURCES

WHAT DO WE ASPIRE TO ACHIEVE IN THE FUTURE

balance

relevant

flexibility

We aspire to have students who are invested in their education and learning and become skilled in continuing their own educational learning.

- Preparing them for the unknown.
- Prepare children who will be able to assess what they do not know and will be open to learning.

What do we aspire to achieve in the future?

INTEGRATED CURRICULUM WITH VOCATIONAL, COMMUNITY COLLEGE AND FOUR-YEAR INSTITUTIONS TO ALLOW GRADUATES TO BE SELF-SUFFICIENT.

ENSURING GRADUATES ARE PREPARED TO MAKE THE "RIGHT CHOICES" (CAREER, HEALTH/LIFESTYLE RELATIONSHIP ETC.)

WE ASPIRE TO ACHIEVE

STUDENTS WHO ARE:

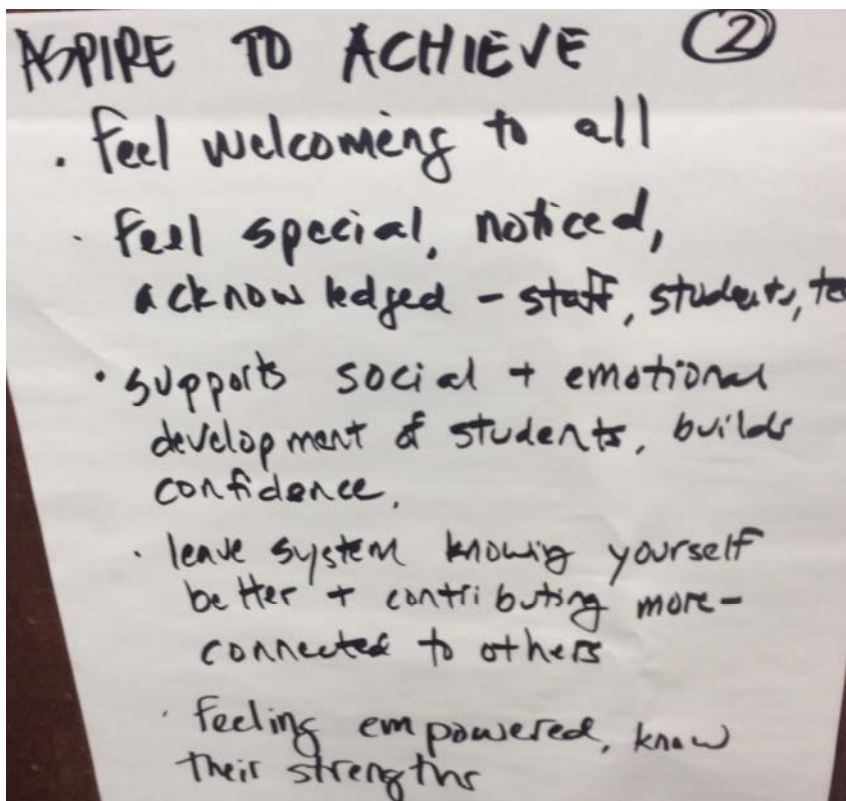
- WELL-ROUNDED (ACADEMICS, MUSIC, SPORTS, AND OTHER INTERESTS)
- CURIOUS
- SELF-SUFFICIENT (LITERACY, SELF-STARTING, ENTREPRENEURIAL)
- HAVE A COMMITMENT TO SELF (WELLNESS)
- VALUE & RESPECT DIFFERENCE
- GLOBAL CITIZENS
- SOCIETAL ENGAGEMENT
- VOICE & AGENCY

AN APS THAT IS:

- COMMITTED TO EQUALITY IN GENDER, RACE & SOCIO-ECONOMIC DIFFERENCE
- COMMITTED TO MEASURABLE GROWTH
- THAT WELCOMES ~~OF~~ DIFFERENCES AND SUPPORTS THEM
- CREATE AN ENVIRONMENT WHERE ALL STUD CAN LEARN

WHAT DO WE ASPIRE TO ACHIEVE?

- preparing children to operate happily / productive way
- balance of resources & results w/ measurable outcomes
- ability to achieve other priorities
- investment in schools contributes to greater good / quality of Arl.
- continue to attract + retain engaged families, teachers, staff
- diversity of skill - accept all
- non-traditional solutions that solve / overcome societal challenges



Current State: Core Values

Now we're shifting to considering core values. What are the key things we value in APS?

Handout will guide work on individually identifying core values represent the priorities of the school system and what drives those priorities.

1. List what you consider to be Arlington Public School's key beliefs and values in practice at the present time. Values may be implicit or explicit. Note that the values are most obvious in how things are done and with whom, not what is done. Note also that the values may not be good values.


Examples of

- desirable beliefs and values: integrity, families play a fundamental role in their children's success, diversity is a strength
- undesirable beliefs and values: willingness to tolerate low expectations, unwillingness to explore best practices in other districts



2. What additional values would you like to see APS adopt to guide its work and its relationships with key stakeholders?

3. Place an asterisk next to the five to six values that you think are most important for APS to embrace.

Find a silent partner (no verbal connection to identify). Dyad will give each person 3 minutes to share their 5 or 6 things, partner cannot respond. You can take ideas from one another. After both have shared, circle 5 values that are most important.

Core Values: What We Stand For 

- Silent Appointment Dyad
- Each person will have three minutes to share their **five to six values and beliefs** that are most important
- After sharing, circle those five that remain most important



Core Values 

Each student is entitled to an excellent education that meets his or her individual needs.

Dynamic and supportive partnerships among students, parents, educators, and the community are critical to meet student needs and provide enriching experiences.

Effective educators are essential to student success.


Families play a fundamental role in their children's education.

High expectations inspire high performance.

Everyone thrives in a vibrant, healthy, safe, enriching, and respectful environment.


Our diversity is a strength that creates resilient, open, and innovative global citizens.



Follow-Up for Next Meeting 

Review

- Hopes and Aspirations compiled results
- Notes from November 16
- Notes from November 30
- Data Dashboard



Once you have accomplished your 5 core values, work your way back to your seat. The chairs gathered the completed worksheets. Those who need more circle time can stay.

Next meeting is December 5. We'll work on Mission, Vision and Core Values

No significant reading to prepare. If you didn't dig into previous readings, please do that now.

Questions

- Baldrige, how do I process. Look at figures, charts and graphs. Also, read the organizational profile.
- Dashboard- navigation, how do I use? Tutorial will be provided at the next meeting.

Public Comment

- Nothing added

Closing

- Next time mission, vision & core values
- Next meeting
 - Tuesday, December 5
 - Washington Lee H.S., Little Theatre
 - 7-9 p.m.