Community Input Form on the Draft 2018- 2024 Strategic Plan

Collected via an online feedback form open from April 1 to 19.

Q1. Please rate your opinion of the draft Mission, Vision and Core Values.		
Responses	**Responses**	**%**
I really like it	24	19.67%
I like it	57	46.72%
I feel neutral about it	28	22.95%
I dislike it	8	6.56%
I really dislike it	5	4.10%
Total Responses	**122**	

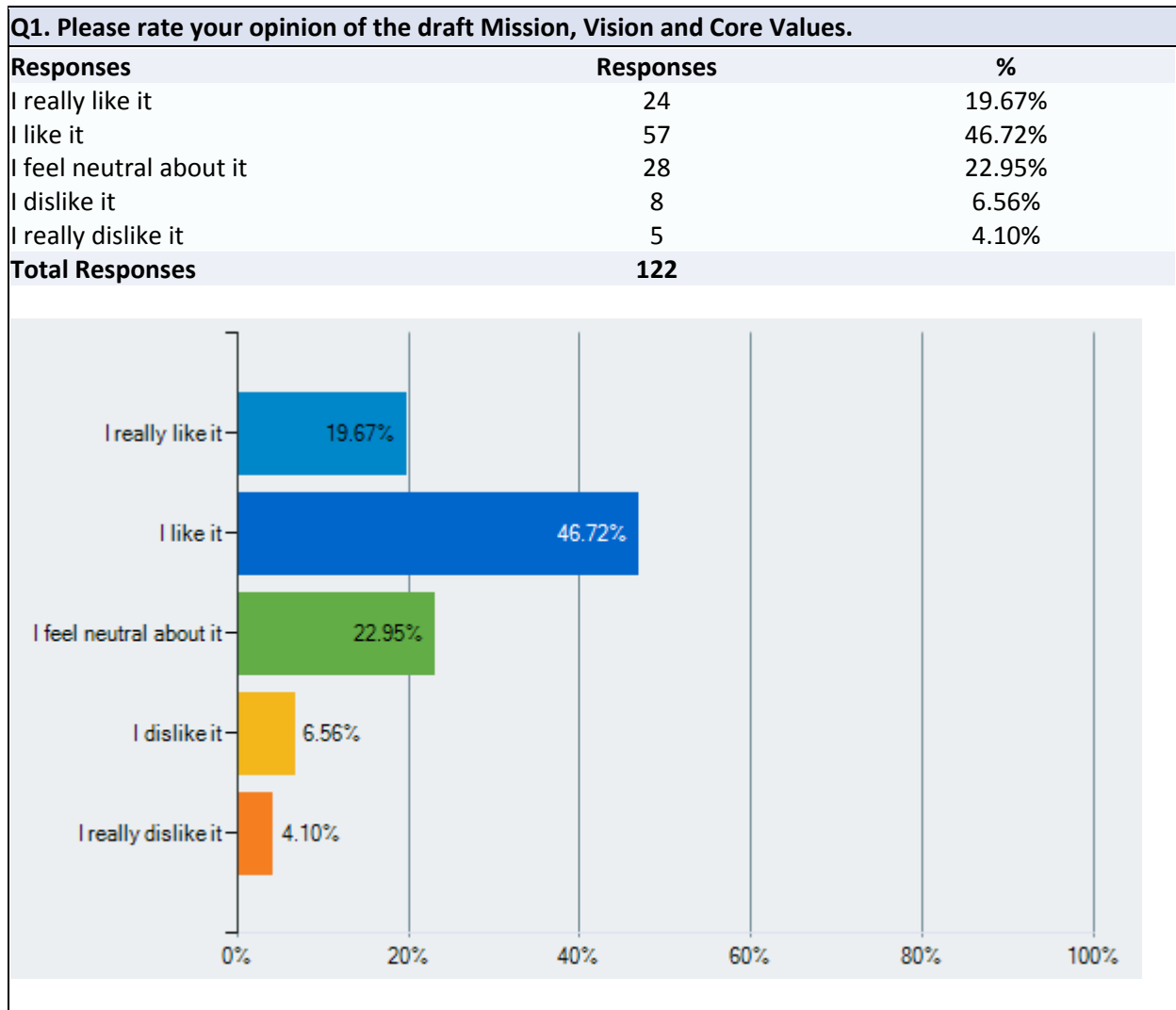| Q2. If you have comments about the Mission, Vision and Core Values, please share them here.	
SR No.	Response Text
1	It's too vague for me to comment on. I want to know things like "will APS continue to allow schools to grow larger," or "will APS continue to rely heavily on trailers to manage overcrowding," or "will choice schools continue to be a major part of APS in the future?"
3	I think the Mission, Vision & Core Values were very thoughtfully crafted and show a holistic perspective of the students' learning abilities, environment and community. Really happy with the focus on inclusivity, & innovation.

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Q2. If you have comments about the Mission, Vision and Core Values, please share them here.	
5	Looks to me like equality and diversity are being buried here. "ensure all students receive an exemplary education that is academically challenging and supports their social and emotional needs" sounds like a cop out and shelter to allow for some students to get a better experience as long as you deem each to be subjectively "exemplary". And what in God's name does "nurturing our diversity" mean? Diversity needs to be shared and propagated, not "nurtured".
7	Most of these are lies, unfortunately. Money seems to take priority over resources, and student and teacher needs. There's nothing about retaining strong staff. There's nothing about mental health.
10	Excellence is not a $20+K/pupil in trailers. Skip the soft issues and solve the real ones. Then you will begin to exhibit some semblance of Integrity and Stewardship.
14	While many districts talk about safety and protection for students, few have provided preventative training to their school-based teachers/staff regarding Youth Mental Health and how to recognize early signs of Depression and self-destructive behaviors in order to provide preventative interventions. Will the district have a mandated training for ALL district employees, including school-based staff, not just counselors, with Youth Mental Health First Aid and appropriate support?
15	Consider using "Innovation" instead of "Boldness"
21	I think the disparities we still have in educational outcomes for students of color means that we need to explicitly call out the need to address those disparities. I think it could be part of Excellence and/or Inclusivity - the idea that we don't consider success achieved until we achieve parity for students who suffer for an opportunity and achievement gap.
23	Please distinguish between school "community" and Arlington "community". It looks like the word "community" is used to describe both here and it is confusing.
24	APS provides a very holistic approach to education, which I appreciate. I believe that these goals, vision, and values are not only laudable, but that APS will actually achieve them.
25	I don't know how I feel about the "boldness" as a core value. I understand the point you want to make, but I feel like boldness sometimes has a negative connotation. Plus, not all students or people feel comfortable being bold. Maybe something like "Innovation, "Self-Advocacy" or "Ambition"
26	So what else would the mission state say. Seems boiled plate to me. As for integrity, openness that is good to say but does it exist? Try talking to the superintendent about the math curriculum not being a parent and see where that gets you.
27	safe, healthy and nurturing environments - this is a school system. Where is the overall emphasis on academics and teaching the students? If I am looking at school systems, and read this as Arlington's mission and core values, I am not going to think academic excellence. It is not where I would want to send my children.
28	I like the inclusivity theme.

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29	What does it really mean to have an inclusive community? Currently many APS schools are incredibly socioeconomically and racially segregated. While all schools . may be of high quality I don't feel that we can really be seen as valuing diversity unless we consciously make an effort to works towards integration . (even if it's incremental). I do not feel as if APS leadership has been moving in that direction in recent years.
32	The vision statement should come first and our vision and mission should have greater impact with society should be at the mega level rather than micro
33	Very streamlined; provides clarity on our priorities and clear path for how we will accomplish lofty goals.
35	Consider changing "boldness" to "innovation" or "courageous" given that boldness may have negative connotations.
36	I love the language used. I especially love the boldness bullet. I feel that this vision and mission is very progressive and forward thinking.
37	Innovation is preferred over boldness Would like to see staff incorporated in core values Possibly expand inclusive community to delineate staff is a part of the work and vision
38	Could we consider rephrasing "Boldness" to innovative
41	I am uncertain of the word "dream." I appreciate the focus on inclusive.
42	good start however needs more support/stronger language for Tier 2 & 3 students need a framework for social-emotional learning boldness - this word is questionable, perhaps Innovative since it addresses the 21st Century learner
43	Our group found it bland. It is not inspiring., outcome oriented or memorable. .
44	I like the core values, but the mission and vision statements don't feel particularly inspiring.
48	I would like to see as much support for social-emotional and whole child health as specific goal, not just linked to other things. We need more staff, space, and value given to the specialists, such as: social workers and counselors to work directly with students on wellness outside of academics.
49	Somewhere in core values I would like to see mention of physical welfare, healthy exercise leading to lifelong healthy practices.
50	Boldness? I am struck by the first core value. Boldness?
51	It sounds good but comes off s fluffy
53	Boldness is the one that makes me pause. As a teacher, in order to be Bold and advocate for my students, I have to ruffle a few feathers which I am afraid will come back to hurt me during my evaluation at the end of the year. How can you ensure that being Bold is rewarded and not punished by the administrations?
55	The "Excellence" goal puts academics ahead of emotional/mental health, noting that social and emotional needs should be just be "supported" as we challenge our students academically. Well, the rigor of APS academics itself IS a challenge to our students' mental health. So I would like for academic excellence and the promotion of strong social emotional health to be co-equal goals, rather than the emotional lagging behind the strong academics.

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69	I hope these will be more than just words. Staff, students, families, and community stakeholders should all be involved and on board.
71	APS needs to be careful as they tend to only espouse progressive democratic values so if they are stating they are going to be inclusive, they need to do so with all types of view points with all types of issues with all types of opinions, otherwise, they need to not espouse these values as my children do not need other people's subjective opinions and viewpoints if they are not going to be presenting all sides of arguments
73	I like that the committee has chosen to highlight the need for bold action and inclusion. My son has Down syndrome and is in kindergarten at Jamestown. There are many ways to approach education that would allow for him to be a valuable and contributing member of his general education classroom but some of these are missed as educators seem to do "what we've always done" without really stopping to think if that is best. We've seen great changes in society and evidence supports inclusion.
74	i resonate with all that is listed in the Mission/Vision/Core Values. I would like to see more messaging (and actually see it in action) about supporting students and families around emotional and mental well-being. More activities, classes around "mindfulness" and social interactions to continue to support all children regardless of their social and mental aptitude. APS does a good job but for kids with mental illness and children that development "differently" in supporting this today.
75	Why isn't the focus of the mission on educating students? This should include providing a high level of instruction to all students as a primary goal. The mission should include developing methods to elevate instruction based on best practices around the world. Take for example math. Why do I have to pay mathnasium to teach my child math? Isn't it inherently unfair for well off kids to have this advantage? Please consider how this example fits into your mission, vision and core values.
77	I have concerns with the mission and core values as drafted. The baseline mission of APS should be to educate children, and the mission statement should reflect that. The elements of making that happen (safe, supportive and healthy learning environments) are important, but the mission statement should be drafted to make it clear that educating children is why APS exists. APS' core values should include critical thinking. Asking "why?" should be a central value that APS upholds.
78	As Mission/Vision/Core Values the concepts are sound, however the pathway to achieve these goals is not reflected in the priorities and positions articulated in the rest of the plan. Missions and visions which are community focused must ensure that the sense of community developed within a schools is valued equally if not more so than other external analytical factors.
86	I would like to see something about nurturing physical needs also.
87	What is lacking is the concept of "accountability for results." Children should be taught to take responsibility. This includes activities such as holding responsibility for assignments, meetings deadlines, and making wise decisions. I feel like too much emphasis is placed on teachers and parents, vice the children themselves.

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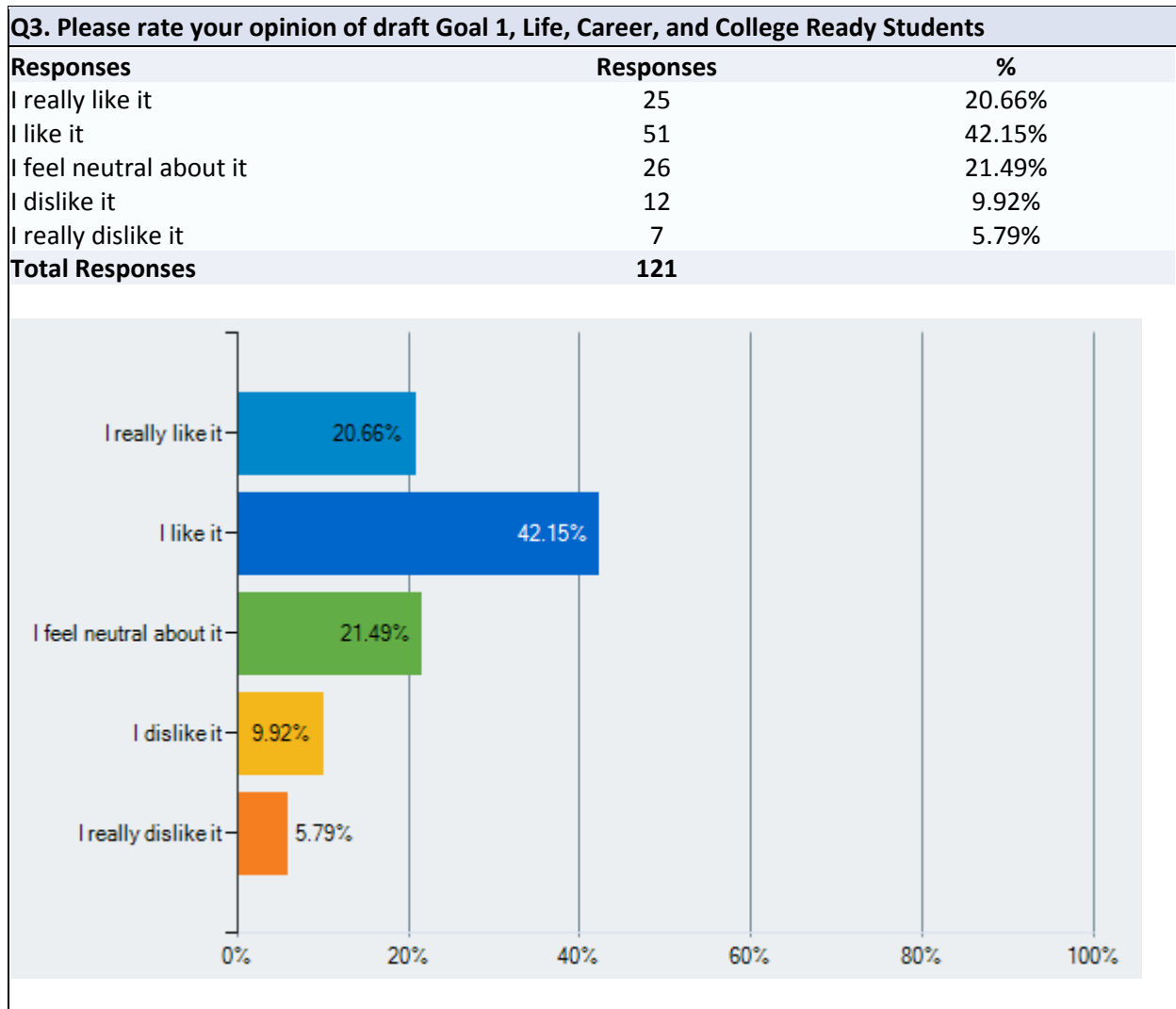| Q2. If you have comments about the Mission, Vision and Core Values, please share them here.	
89	Need to see more intentful language in address of child's holistic, emotional wellness as foundation for readiness to learn/thrive.
90	This is a fine, boiler plate mission statement.
91	Since we are facing a monetary shortage that threatens critical programs like the arts and those professions that support the arts and also impacts teacher's assistants in the Montessori program, I'd say we need to look closely at the Stewardship aspect of the Core Values. Are we really carefully managing our resources? Do all APS children require iPads?
92	Much better than before. Especially like excellence and integrity.
95	Forcing electronic devices from a young age without a alternative that can be chosen by families to pursue studies (especially starting in middle school onward) is detrimental to children's "social and emotional needs." Engaging in "innovating and forward-thinking ideas" should not go little beyond purchasing devices and figure-as-you-go "policies" and standards. A true disservice to the community.
96	I guess I'm cynical from years of parenting my kids through APS....but I don't see these values being played out in APS at all. I don't see how teachers and parents and staff can be expected to be accountable to the strategies required to achieve these values when the resources aren't in place to do so.
99	Says little on how the mission, vision and core values are to be implemented.
100	Meaningless platitudes backed by nothing will not help us.
103	I am unclear as to how these statements work 'on the ground' in determining APS policy. I believe that APS should be focused on providing an excellent education to all students. All of the other 'core values' should be in service to that main value of excellence. To that end - there should be at least some nod towards 'equality'- at this point, students across the county are not receiving equal educational experiences - esp at middle school. Opportunity for all to excel -not just 'pass'.
105	I think economic and racial diversity should be in the Mission statement.
108	Meaningless jargon and buzzwords du jour. Stop with the "safe" learning environments. There is no way to guarantee safety in school. And we are tired of hearing about safe spaces.
111	I particularly like collaboration, excellence, inclusivity, and integrity values. Instead of boldness and stewardship, I prefer diversity and leadership.
112	Would like to see "Innovation" as a core value instead of Boldness. Would not change the description, just the heading. Boldness could be misinterpreted to support actions that are not prudent.
113	Although under "Stewardship" there is mention of "environmentally sustainable learning environment", there needs to be a commitment to a "financially sustainable" management of financial resources. Under "excellence", it should be broadened to acknowledge that although a basic academic grounding is imperative, some students will want and need technical and/or skills training that is not college oriented. Those students need to be acknowledged and their goals treated equally in importance.
114	MVVs are all well and good; the proof is in the implementation and living up to the statements on an ongoing basis.

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Q2. If you have comments about the Mission, Vision and Core Values, please share them here.	
115	Add a core value of Equity: We remove barriers so that all students have equity of access and opportunity to succeed. Change Boldness to Innovation. Boldness sounds almost like brashness. Innovation seems to be the key here. Add at the end of the sentence for collaboration: "which is a shared responsibility." Important to emphasize that success of our students is a shared responsibility of APS and the community.
116	I like that it includes ..."and supports their social and emotional needs."
118	Vision: Would like to see wording referring to "Foster and Support their dreams". Explore unique and alternative possibilities to students' education and future. Core Values: Integrity: Instead of the word openly, would we add transparently? You can be open but not necessarily transparent. Stewardship: Could we add verbiage being fiscally responsible and also managing efficiently our resources. With continuing budget pressure, these two items under stewardship will be important.
120	I believe teachers should be included in the Mission statement. The vision statement reads/sounds a bit "lofty". Maybe the Core Values could be reordered.
121	Mission statement - Very important to include collaborate or work together. When I read the mission statement, I wonder what is meant by learn, grow, thrive...could it be narrowed down to learn & thrive? Vision - I prefer the word nurture or culture to foster. Collaboration is critical to our students' success so perhaps it should be included in both mission and vision? Instead of starting with "An" start with APS or We. My vision includes students being engaged / motivated to learn
122	Put back in Global Citizen.
123	I do not disagree with any one of the bullets here. They are appropriate descriptions of what we might term the "process" of supportive education. But where is the goal of all this process? I realize that I am not young and that schools have changed and are changing. But somewhere in the Mission and Vision, I believe there should be reference to 'developing a well-educated populace that understands American and World History and is prepared to be a participant in country and community.'
125	The term "boldness" does not capture the description that follows. In fact the description has too many concepts mixed together. Being innovative and creative is supported by "confidence". Boldness can easily go the wrong way; sounds like proceeding without caring for others. What seems sorely missing is the concept of preparing students to be global citizens. Diversity is under "inclusivity", but students need to be able to compete in the global industries and markets of the future.
126	The mission and values are significantly stronger than the vision. It's not just about empowering students. What if we chose to inspire them, for example? Core values -- why inclusivity rather than inclusiveness?
128	I like all but BOLDNESS. It feel pretentious and it does not really convey the intent. Why not use Innovative or Creativity?

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Q3. Please rate your opinion of draft Goal 1, Life, Career, and College Ready Students		
Responses	**Responses**	**%**
I really like it	25	20.66%
I like it	51	42.15%
I feel neutral about it	26	21.49%
I dislike it	12	9.92%
I really dislike it	7	5.79%
Total Responses	**121**	

Q4. If you have comments about Goal 1, Life, Career, and College Ready Students, please share them here.	
SR No.	Response Text
1	I could like it more if I knew the extent of the problems it seek to mitigate. Is bullying a big problem, for example? "Inclusion" is a nice word, but is there an actual program for accomplishing school diversity?
3	The Monitoring Metrics are helpful to see how success is measured but interested in the specifics around it. What do successful student attendance rates look like? How many bullying incidents are there currently and what is a number that you are striving to? The metrics are important, just interested in the actual measurement around it and that very well may be coming at a later date.

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Q4. If you have comments about Goal 1, Life, Career, and College Ready Students, please share them here.	
5	"Ensure equity of access and opportunity across all school programs" is key. I'd like to see a better way to measure that.
6	For strategy 1.1: As a child psychologist I believe that hiring more mental health staff and conducting groups for at risk subpopulations is a wise measure. While using a survey to measure risk behavior and an 'evidence-based curriculum' to assist sounds good, what at-risk children need is positive relationship (with peers, teachers, a mental health provider), so educating staff and making counselors available for this work is key.
7	How are you going to follow through without segregating/showing preference to North Arl vs. South Arl?
8	It seems a necessary metric would have to be achievement gap data.
9	Learning environment should also be physically healthy - something to which excessive reliance on relocatable classrooms doesn't really contribute. Consider including as one of possible desired outcomes or measurement metrics something along the lines of limiting the number of students forced to receive instruction in trailers.
10	How about preparing students for their futures through excellence in education. Eliminating opportunity and achievement gaps is ludicrous. Try "making schools a drug free enviroment, starting with elementary school educators."
15	Probably more beneficial to build the first goal around the State's expectation of a Virginia graduate : Achieve and apply appropriate academic and technical knowledge (content knowledge); Demonstrate productive workplace skills, qualities, and behaviors (workplace skills); Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and Align knowledge, skills and personal interests with career opportunities.
18	Doesn't have any specific points about college readiness.
21	I feel like the focus on ALL students belies that fact that if we promote programs equally among students, the students historically left behind will still be relatively left behind. We need to actively find and help kids who underperform in school, which means that things might not be equal for all students. The starting line is staggered for a lot of social and historical reasons and the school system is our best opportunity to bring students up to the starting line.
23	This is messy. The goal points to Life, Career, and College Readiness but the strategies, outcomes, and metrics speak of SEL, mental health, safety and equity. There are all very important for forming young adults; however, the connection to the goal is too tenuous. Consider strategies around career exploration (Career), financial literacy and life skills (Life), and rigorous curriculum (College). The listed strategies and outcomes would be better suited under a different goal heading.
24	The way that Strategy 1.2 is written is a little unclear. Only after I read the Desired Outcomes do I understand that this is about relevance to each student's identity or experience. At first I wasn't sure what culturally-relevant concepts were (was it being Anti-Trump? Current event awareness?). I might suggest: Build concepts and practices that are culturally relevant to all students into all levels of school interactions

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	Q4. If you have comments about Goal 1, Life, Career, and College Ready Students, please share them here.
25	YES- in regards to mental health and career ready students. We need to expand our vocational options for students who may not be able to or interested in going to a traditional four year college. Our career center is fantastic, and building on that would be ideal
26	Mental health is stressed in these statements, this is so good. But reduction of bullying incidents does not say how or what happens to both the bullied and the person being bullied. More openess.
27	This is a school system. Yes, these items are important. This is the FIRST goal, and nothing in here talks about academics, and actually educating our children. Reading this, I would expect APS to continue lowering the ceiling instead of raising the floor. This is not the trajectory I want for the next generation.
28	Very clear
29	I find it highly unlikely that achievement and opportunity gaps can be leveled without more conscious moves towards socioeconomic and racial integration in APS
32	The Goal should remain Meeting the Needs of the Whole Child and then list life career and college ready below So much work has been done and this is common vocabulary that we share
33	Targeted and specific details related to how we will specifically support student career, life and college readiness. Really enhances the belief in development of the whole child.
34	I think the strategies and details are all appropriate, but I don't think the name of the goal itself really captures all that is in there about the whole child and social/emotional well being. It is a great deal more than career and college readiness.
35	Liked how the importance of creating a student for life and looking at the whole person comes first. Should it read "Life, career, and college-ready individuals?" Or just keep students.
36	We have to define what we mean by culturally relevant. This is a very vague area and I don't always know what it means. This comes up when conducting walk-throughs and even when asking prospective job candidates.
37	Could life be reflective of community or global citizens or civic ready?
38	"Prepare all students for their future" Life, career, college and post-high secondary options. Not every student will go to college
39	It is critical to provide strong programs for prevention and intervention and provide significant staff training for addressing the types of mental health and academic challenges we are now encountering with students.
41	How will these goals be measured? Will we look at a growth model? In looking at these goals, can we look at students in two ways; those who have been with us and those who are new to us? We have so many wonderful practices that we use beginning in Pre-kdg. Students who are new, may take longer to benefit. So looking at the data in both ways, may be beneficial.
42	like that goal 1 is not academic based include the framework for social emotional learning in this goal too metrics should include students who go through interventions and other school-based data and not wait on YRBS data

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Q4. If you have comments about Goal 1, Life, Career, and College Ready Students, please share them here.	
43	The measures do not measure the desired outcomes. It is adult oriented, not outcome oriented. They are action oriented.
45	Strategy1.3 does not address unequal enrichment opportunities provided by different schools' PTAs. The opportunities should not be dependent upon the relative wealth of the parents.
46	The idea is great, but there no staffing to support this goal. I'm not sure how we would expect to reach this without more support staff in the schools. What curriculum? Who is going to implement it and assure accountability/follow-through? Who is going to provide these interventions when student support staff are over-worked and over-ratio already?
48	Should use a strength based model rather than only dwelling on attendance nad bullying.
50	Let's talk about the AP and advanced classes students take without being emotionally or developmentally prepared...But numbers and statistics are important, aren't they?
51	I like whole child. Healthy lifestyle and diet is a problem with most APS students - I think the schools should be more involved in education and screening
53	How are you planning on promoting Mental Health? Will more school psychologists be hired to be readily accessible to all students??
54	In the spirit of this document, I hope that we recognize and foster the wish of some of our students and families to follow non-college readiness careers such and manual trades. We should hold I in high regard ALL CAREERS, not just those that are achieved by attending college. APS should reflect this value by continuing to offer trade trainings. It would be very wrong for us to discard our fine tradition at the Career Center and other training opportunities that are embedded in high schools.
56	I don't think the strategies listed adequately address the goal of "Life, Career, and College Ready Students", rather the strategies appear focused on physical and mental health, while important, are only part of being ready for life, career or college. . Also, how will "All students experience opportunities where their strengths are identified and nurtured to support growth and learning" be measured and/or monitored?
68	Provide and integrate social, emotional, and mental health resources into program implementation, curriculum, and professional learning. Desired Outcome All students have access to prevention and intervention services that support mental, behavioral, and social-emotional health to promote healthy development You make so many budget cuts on important people that help social, emotional, and mental resources, so not sure if this desire outcome matches the ideal and reality.
69	Does this include programs for students who don't plan to attend college?
70	
71	APS needs to ensure it is taking on bullying administrators, coaches and teachers and solicit parents at the winter break and at the end of each school year in order to ensure they are capturing accurate feedback from students and parents as APS tends to not be interested in feedback from parents and students on these subjects....all classes should be taped in order for students to have the ability to watch their curriuculum and the only way to effectively evaluate teachers is to play the tapes

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	Q4. If you have comments about Goal 1, Life, Career, and College Ready Students, please share them here.
72	Students need to know how to spell or write a sentence, and even a paragraph before they can graduate. Too many students are being pushed through the system not knowing how to compose a proper sentence; they all write like they text! This is our future; these are the kids we're depending on to make our country function. How has APS not made it on the news for throwing illiterate students into the adult world? Also, bullying is not going to stop until the staff stops bullying the students.
73	I don't really dislike it, I'd just like to see more action words rather than "have access to.." or "engage" - Something more like counselors will present x number of wellness programs during the year. Or all, students will meet one-to-one with the guidance counseling team x times per year to reduce the stigma of meeting w/a counselor.
75	Goals #1 should include a high level of instruction. A high level of instruction could be followed up with these other goals. But they are not the primary reason we send our kids to school. We send them to school to learn.
77	The primary goal of APS should be to educate students. That's not clear with the goals as drafted. To address this, goal 1 should be separated into two goals: 1A focused on educating students, and 1B focused on healthy, safe and supportive environments. Goal 1A should be supported with strategies focused on delivering information to students and building their capacity to understand and question. Monitoring metrics should include student and teacher testing.
78	The ideals for these goals may be appropriate, but in the focus to make changes to schools based on external factors the level of disruption which could result may introduce challenges for reaching them. By overly focusing on "College Ready Students" at this developmental stage it also suggests that these goals also may not align with the concept of the whole child and risks kids being provided the opportunity for self exploration to discover where their future interests may lie.
86	Metrics about physical health are missing. One could be # of hours students engage in physical activity. There is also nothing in this goal about healthy eating. APS does a great job providing healthy food, but being explicit about supporting a lunchroom environment that encourages healthy eating would be helpful.
87	The current construct segregates English As a Second Language Students. They are grouped into HILT classes and have very little interaction with the general population. While Strategy 1.2 speaks to culturally relevant concepts it seems to be targeted to children who have grown up in the U.S. I think this needs to be modified to include something about creating opportunities for HILT and IEP students to interact more with the general population.
89	More than integrating resources, an explicit explanation that soc emot. is an integral part (i.e. has vetted curricula implementation at schoolwide and classroom level) of their developmental environment.
90	There is nothing in here about providing resources (specifically activities and moneys) where they belong. It is unlikely that, for example, dividing all funds evenly based on number of students is proper.

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	Q4. If you have comments about Goal 1, Life, Career, and College Ready Students, please share them here.
91	Mental health is so important to address and my concern with the budget cuts that this very crucial aspect of learning and service is going to be underfunded.
92	Monitoring metrics need to include promotion & retention statistics. Need reporting to be done as # of students rather than %. % allows people to forget that we are talking about individuals. 20% of APS students are not performing on grade level is much less alarming than 5000 APS students are not on grade level for reading, writing, and math. We need to be alarmed. Schools that have a greater than 50% free and reduced lunch population, should provide free breakfast and lunch to all students.
96	I call BS. Everyone seems to praise walkability over diversity...yet studies have shown that students aren't prepared for the real world unless they are exposed to different students/cultures while learning. Continuing to cut the budget for school psychologists; continuing to avoid "disrupting class time" for important topics like discussions on racism, etc. continues to spit in the face of lofty goals like these.
97	A key purpose should be to create independent thinking people who are capable of participating in the civic life of their community. In these times, civics and ecological literacy are crucial and need to be a core part of your objectives. Prevention, intervention, bullying - these are important but outliers to your core mission. 1.1 and 1.4 are essentially the same thing. Your monitoring metrics are similarly weak. They don't remotely address the broad goal of Life, Career, and College Ready.
98	Monitoring Metrics section needs to include graduation rates. Also, need to specify application and acceptance to "higher education programs such as college, training programs, military, etc." Too much focusing on bullying. Need to focus on "challenging" students. Rewrite goal 1 as: "Prepare all students for their futures through engagement in healthy, safe, supportive and intellectually challenging learning environments."
101	No one can be all things to all people nor can a bureaucratic school system be all things to all students. Society changes and institutions by nature change more slowly. The goal is admirable. The reality is that "will" and "are able" are aspirations rather than guarantees. It might be useful to add words like "aspires to" or is "committed to" so that there is an understanding that 100% success in meeting this goal must be tempered by the reality of how an institution responds to change.
103	I very much appreciate the inclusion of 1.1. If APS can lead in this area, it will be a huge accomplishment. 1.3 is also appreciated - right now there is a wide discrepancy among schools. Assume 'gifted' is included. (For ex. as the current situation stands - a gifted child at a middle school without a large enough peer group is left without access to advanced classes that may exist at other schools - bc the school claims it can't fill a class. Same with foreign language. Not equal)
105	A primary goal should be educational equality regardless of economic location within Arlington county

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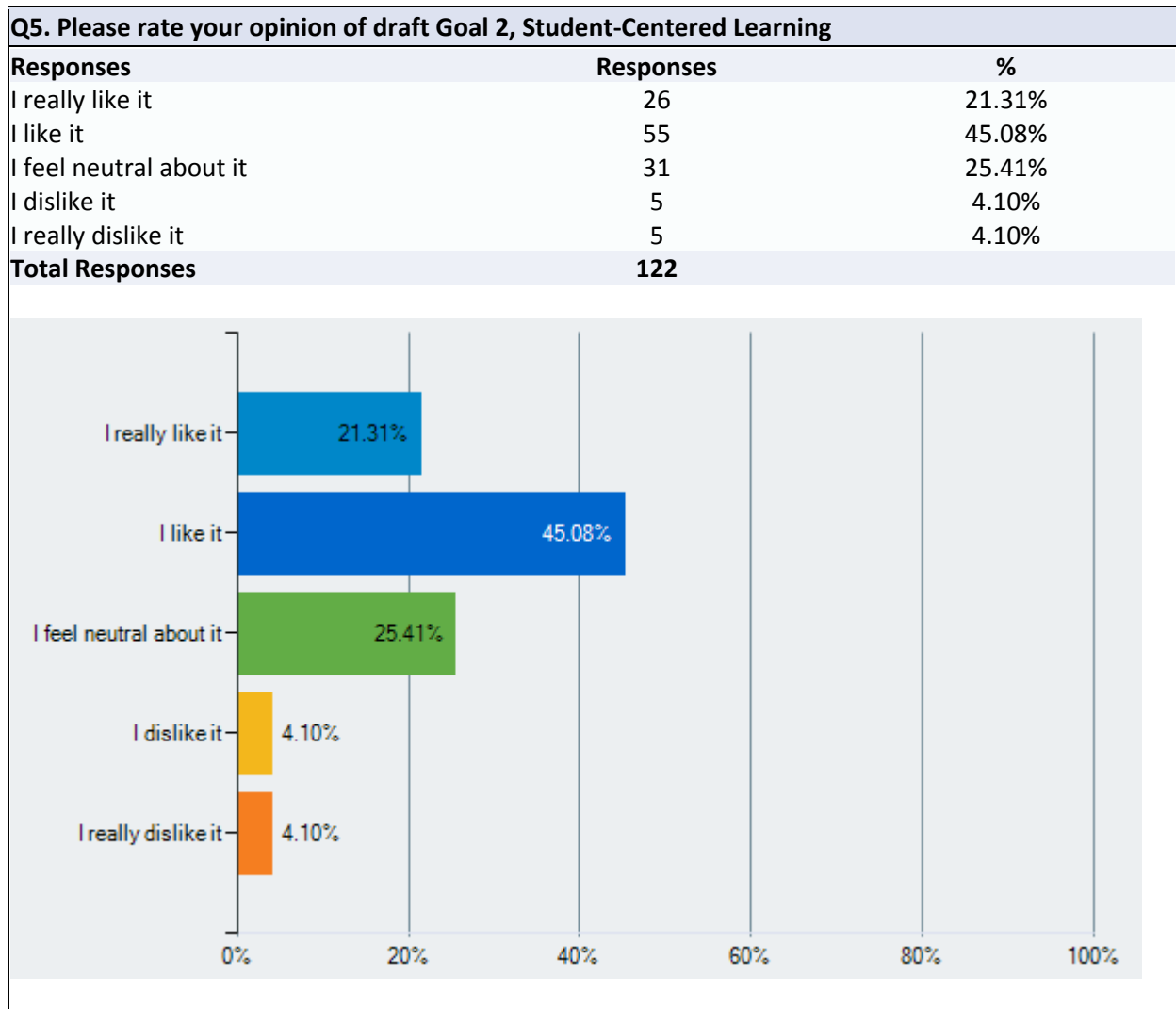| Q4. If you have comments about Goal 1, Life, Career, and College Ready Students, please share them here.	
106	This is an area that would necessitate the reduction of class size. Reducing class size touches on all of these factors. Healthy safe and supportive learning environments. Science classrooms for example were designed for a maximum of 24 students and NSTA indicates that 24 students is the maximum that can be safely supervised. This also holds true for Foods classes where students are using stoves and ovens. Decreasing class size increases the level of support that students can receive.
108	The very last thing we need APS to manage is mental health of our students. If APS weren't already grinding our children down to nubs with it's own AP class goals, everyone takes Algebra by 8th grade goals, and promotion of it's own political agenda, our children wouldn't be the anxious wrecks that they are, in need of mental health services. Bring back a study hall or free period for high school students. Bring back some kind of discipline such as after school detention.
111	For metrics, I am unsure about "Reduction in the overall number of bullying incidents." I worry that this may cause bullying incidents not to be addressed for fear of having a negative impact on this metric. A better metric may be the percentage of bullying (or other) incidents reported that have a successful intervention.
112	Really like inclusion of youth survey as a metric. Don't know what Whole Child Indicators are. Students cannot reach their full academic and human growth potential in an overly stressed and unhealthy environment. Kudos to the team for creating this comprehensive set of goals and strategies to support these outcomes.
113	The following strategy is unclear and ambiguous on its face: "Build culturally relevant concepts and practices into all levels of school interactions." APS should not be attempting to reflect all of the cultures in our community but rather facilitate students participating in society overall. Similarly, "Opportunity and achievement gaps are eliminated" should reflect equality of of opportunity/resources and not ultimate achievement which may reflect inherent individual differences.
115	Strategy 1.1: Add "safety resources" after "mental health" Strategy 1.1 Desired Outcome: Add "safety" and "support" to the first bullet point Strategy 1.4: Add "safety" at the end of the sentence. Strategy 1.4 Desired Outcomes: Add "healthy relationships" after healthy practices Metrics: Add "sexual harassment" after "relationship violence" Change to read: "Whole child indicators demonstrate that APS is a safe, healthy, and supportive environment" - what are indicators?
116	Again, I like the emphasis on mental and physical health. Students need physical activity, not just sitting in a classroom and then doing homework 16 hours a day: "Establish and promote a culture of physical and mental wellness"
118	1.2 - include "forward thinking" and culturally .... 1.4 - Add" embedded and met through alternative options throughout the academic day" How are the monitoring metrics specific to 1.4 or is it related to Goal 1? Add to Monitoring metrics: Review optional ways within the county to have access to services and variety of programs. Is there only one way to meet this goal or multiple ways?

Community Input Form on the Draft 2018- 2024 Strategic Plan
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	Q4. If you have comments about Goal 1, Life, Career, and College Ready Students, please share them here.
120	I think Goal 2 makes more sense to be Goal 1. We need meaningful learning experiences from the beginning, before or so we can get to life, career and college ready students. Also, perhaps add "World-Ready" related to Strategy 1.2/Add Desired Outcome=Tolerance? Monitoring Metrics: Attendance If all strategies and outcome(s) are written in complete sentences should punctuation be included?
121	This seems to be adding more curriculum to an already packed elementary school schedule. What will be taken off the plate?
122	Need to add back in something about proficiency in two (or more) languages.
123	Again, I do not disagree with any of these objectives. They are fine. But how will APS know that students are "Life, Career, and College Ready?" How will they be asked to demonstrate that readiness? What kinds of things will they know and be able to do at graduation?
125	There is no specific reference to languages. For most industries, to be able to compete globally, our students will need to learn more than English. As a recruiter who reviews resumes, students with languages clearly have a higher chance of being granted the interview - not just because of the language, but because it proves their openness to different ways of thinking and inquisitiveness. From a career perspective, it is a disservice to students not to embed language as a core requirement.
126	It seems to deal more with social and emotional health than with intellectual development. Students need both. Attendance rates are an odd metric for lots of issues. Arguably, for example, healthy behavior includes staying how when students are ill.
128	I fully support the goal and concept behind the strategies and desired outcomes. However the statements need to be corrected to reflect the item. Goals should simply state broad picture outcomes and should not be written to imply action. Desired outcomes should point to qualitative measures and align with the strategies which should be stated as actions. Finally, the metrics need to be defined better and limited to those that are strategic in nature. Metrics appear operational

Community Input Form on the Draft 2018- 2024 Strategic Plan
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Q5. Please rate your opinion of draft Goal 2, Student-Centered Learning		
Responses	**Responses**	**%**
I really like it	26	21.31%
I like it	55	45.08%
I feel neutral about it	31	25.41%
I dislike it	5	4.10%
I really dislike it	5	4.10%
Total Responses	**122**	

Q6. If you have comments about Goal 2, Student-Centered Learning, please share them here.	
SR No.	Response Text
1	It mentions college a lot, but not training for non-college occupations. I get the sense from this that APS in ONLY about training kids for college
3	Same comment about the metrics as I mentioned previously - would just be interested in the actual specifics of what success looks like.
6	Strategies 2.1-3: In Middle School, it is my perception that many of my child's teachers are not engaging/interacting with students but having them do digital worksheets on their iPads for the entire class mod. Even in PE, gym teachers are having kids watch exercise videos or letting them choose what they want to do (including sitting on the bleachers with phones). I'd recommend more classroom evaluation of teachers to make sure there is quality teaching our classrooms to achieve outcomes.

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Q6. If you have comments about Goal 2, Student-Centered Learning, please share them here.	
7	You provide early intervention for students with disabilities, but are considering cutting transportation for toddlers with special needs if there's no toddler program at their school. Why provide meaningful programs with no way for lower income students to attend? You let illiterate students graduate high school just to brag about graduation rates. For shame! How has this APS scandal not yet made it into the media and court system?
8	For desired outcome 2.1, I think it would be most appropriate to include "engaged and challenged" to show the adaptable piece, ensuring that it is not only challenging but also accessible and engaging. A metric appropriate for 2.2 would be the Least Restrictive Environment data from students' IEPs.
10	This reads like Animal Farm. From each according to their ability, to each according to their need. Focus on academic success. Try to outperform Fairfax County and DC in metrics other than cost per student and most students educated in trailers.
13	One goal which I feel has been left out (or not highlighted) is graduating students with broad and deep knowledge. Our children will be living in a staggeringly complex and diverse world. They will be asked as citizens to grapple with issues and collectively decide questions which profoundly alter their lives but lie outside their work and career training. A broad and deep education will be critical. This broad and deep education fits under 2.5 along with critical thinking and citizenship.
14	How will GE teachers be trained to be more culturally sensitive and supportive of English Language Learners when the majority of teachers are monolingual or deferring the instructional parts to Specialized staff versus owning the experience and implementing SIOP strategies with fidelity?
15	All the strategies are actionable. However, the merits of Strategy 2.4 to provide more options need to be analyzed further. While the intent is good, it may counter the inclusivity core value - how do we fairly allocate different options to different families?
19	Add environmental stewardship to the list in strategy 2.5 Consider making strategy 2.5 a separate goal as it seem to get to the heart of the knowledge, skills and abilities that we want our students to achieve. At the end of the day what is most important is that students are able to be productive and engaged members of society
21	I think Goal 2 is very thoughful. However, I would love to see a focus on the idea that our district will research best practices from other districts to specifically address opportunity and achievement gaps. Unless we actively call out *extra* measures to help these students I worry this goal will not be met.
23	No comments on this section. It is strong.
26	Do the students know why they are taking the courses they are taking? Do the high school students graduate within the required time period?
27	This should be goal #1. EDUCATE - challenge and engage. I would like to see actual mention of academic excellence. We have a good deal of fluff - "meaningful learning experiences through multiple pathways" and "deliver curriculum through innovative and relevant strategies". Is "teach" a bad word? Are we not expecting that the adult in each classroom is a "Teacher"?
28	Very concise and detailed

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Q6. If you have comments about Goal 2, Student-Centered Learning, please share them here.	
29	I would recommend growing IB programs and focus less on standardized test scores. Also look at progress and not just proficiency.
33	Perhaps, more specific strategies to implement inclusive environments.
34	The Portrait of a Virginia Graduate needs to be explicitly available and shared, I believe few staff or community members know what it is.
35	Liked since this is what education should be supporting and doing. Feels like the climate is moving more toward looking at student-centered learning and development.
36	Make sure that innovative is defined with the baldridge definition.
37	We have too many options
38	We will need to truly defined "achievement gap". The gap looks and means different expectations for each student.
39	I think its important to think about how curriculum has to change to allow for these internships/externships and how it all fits together.
41	When we look at the monitoring metrics, I do not want to lose sight of the flexibility of learning environments as the students grow and change. I am thinking of ELL and SE and that the goal is always for students to be in general education classrooms, but the students may requires small group to reinforce skill sets until ready for classroom. Will flexibility in learning environments be allowed or will all students be in genera; education all the time.
42	keep social emotional learning in each goal along with its resources
43	The measure are not measuring the outcomes. These are not valid measures of the desired outcomes.
45	This does not address the persistent achievement gap between affluent and less affluent students, which is reflected in the racial and cultural statistics.
46	I am hoping "multiple pathways" means that not everything will be delivered on the iPads. That is almost always a complaint in intervention meetings by parents and it appears the county is ignoring the national recommendations for screen time by age. What research are you using when determining the monitoring metrics are appropriate measures for the goals?
48	This is kind of a mish-mash of various things that seems to be too broad to be achievable.
50	What is expected from a school division in a major American urban enclave. No surprises.
53	The emphasis needs to be taken off "take as many AP courses as possible" and more on college or career readiness.
56	It seems Strategy 2.3 along with the Desired Outcome could also be included in Strategy 1, along with some of the monitoring metrics "Percentage of students meeting college and workforce-readiness benchmarks on industry credential tests".
68	Ideal vs. reality
69	Will there be resources to support these goals?

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	Q6. If you have comments about Goal 2, Student-Centered Learning, please share them here.
71	However, do not push college for everyone as it is not for everyone and allow for student evaluations and drop add as they do in college environments as not all faculty are well suited for students and students should be able to also provide objective feedback about faculty and staff as college kids are consistenlty given the opportunity to do so. Please also allow for hotlines and anonymous feedback as colleges do as we need to make sure that when students see something, they report it
72	Teachers and admin need to be held to more accountability.
73	I like everything except your monitoring metrics. I think the strategies are spot on but you have to measure inclusion. Please monitor the number of kids with IEPs who spend more than 4/5 of day in gen. ed. -- there are state standards for inclusion that Arlington is not meeting. We have a great school district with smart, talented and dedicated professionals. Let's lead the way in the state. Measure also the kids who graduate from segregated programs into gen. ed.
74	continued support and resources for Student Center Learning - esp for those that may be developmentally, behaviorally, and mentally challenged. Add in more classes around mindfulness. More support/resources (read: add headcount) for child psychologists to help support children that may have more needs (in all capacities)
75	Student centered learning is great but then you will have to retrain all of the teachers. Please include teacher retraining to ensure this happens. Please ensure time is carved out for this in the day, because right now the curriculum and assignments are driven by the state. In elementary school my son's teacher was using the responsive classroom program. She asked the students what they wanted to learn about. Then at teacher conference I was told they didn't have time to implement it.
76	
77	See previous comment - as long as there's a separate goal focused on educating students, this is all fine.
78	These goals in concept are reasonable however in the articulation of desired outcomes the environment put forward to foster the goals feels over constrained. Student-Centered learning must be embraced and fostered within a school community and not just stated in planning documents.
87	Overall, the strategies in this goal sound redundant (e.g., meaningful learning experiences, meaningful learning environments) It is lacking anything about additional resources or assistance to fill learning gaps. Don't understand with 2.4 means. Don't see how 2.5's outcomes or metrics match the definition.
90	This goal is essentially focused at high school students. There is a whole pyramid beneath students in that age group that goes unmentioned, except in passing.
92	Monitoring metrics need to include promotion & retention statistics. Need reporting to be done as # of students rather than %. % allows people to forget that we are talking about individuals. 20% of APS students are not performing on grade level is much less alarming than 5000 APS students are not on grade level for reading, writing, and math. We need to be alarmed. Where are the textbooks? Education and entertainment are not synonyms. Solid instruction can be boring. And that's o.k.

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Q6. If you have comments about Goal 2, Student-Centered Learning, please share them here.	
93	It all sounds good, however when curriculum revolves around testing it looses room for creativity and enjoyment.
95	There are no "multiple pathways." APS has purchased devices and it will force students to use them no matter what, regardless of maturity and ability to focus independently.
96	Really nice. But when you have schools like HBW that are ideal for a certain profile of student, yet certain students cant access them, this is just words.
97	I like 2.5. I don't understand what 2.4 means. Students engaged in intern/externships is not a great metric It's very difficult to get meaningful externships at the high school level. I don't like references to workforce-readiness and industry credentialed tests. I'd delete that.
98	What about gifted metrics? The "gifted programs" in our schools mean close to nothing now. You are losing smart kids to private schools because there is no differentiation for gifted learners and no extra teachers for them.
101	A wonderful 21st century approach
103	Strategy 2.4 is important - but I'm not sure what 'multiple pathways to graduation' means and hope it isn't a 'distance/online learning' code. I do believe the system should look for different ways to serve the various populations and if that means having to get creative with transportation or boundaries or transfers among schools or creating programs I am all for it. So long as it is in service of an excellent education, not a 'good enough' or 'within budget' education.
105	Educational opportunities should be the same in all of Arlington County and should not be biased North/South lines.
106	School is about students and learning.... this should be the majority of the focus of the strategic plan. Student-Centered learning needs a student-centered budget. Reductions of class size would improve our ability to provide student centered learning. Class size has been increased 4 times in the last 8 year... it is time to reduce it again and strive to create optimal learning environments that are supportive of inclusion.
108	What a bunch of garbage. Stop with the emphasis on SOLs and teaching to the tests. Stop with the worthless FLES. Stop with the distracting disruption of classes with the APS political agenda. May I suggest a course offering in something useful such as handwriting, home ec, shop or coding?
110	Strategy 2.3 Provide learning opportunities in a variety of settings, times, and formats where students align knowledge, skills, and personal interests with career and higher educational opportunities including internships and externships use of the word opportunities twice in the same strategy is too much Add monitoring metric of the planning factor and class size
111	I like the metric about the percentage of students engaged in internships/externships.
112	1. Love the inclusion of "global competencies" along with the 5 C's. 2. The metrics for Strategy 2.5 lack any measurable outcome for ensuring that students master the identified skills. Suggest including something like: Students will demonstrate increasing proficiency in these skills [global competencies and the 5Cs] through appropriate assessments, including Performance Assessment Tasks.

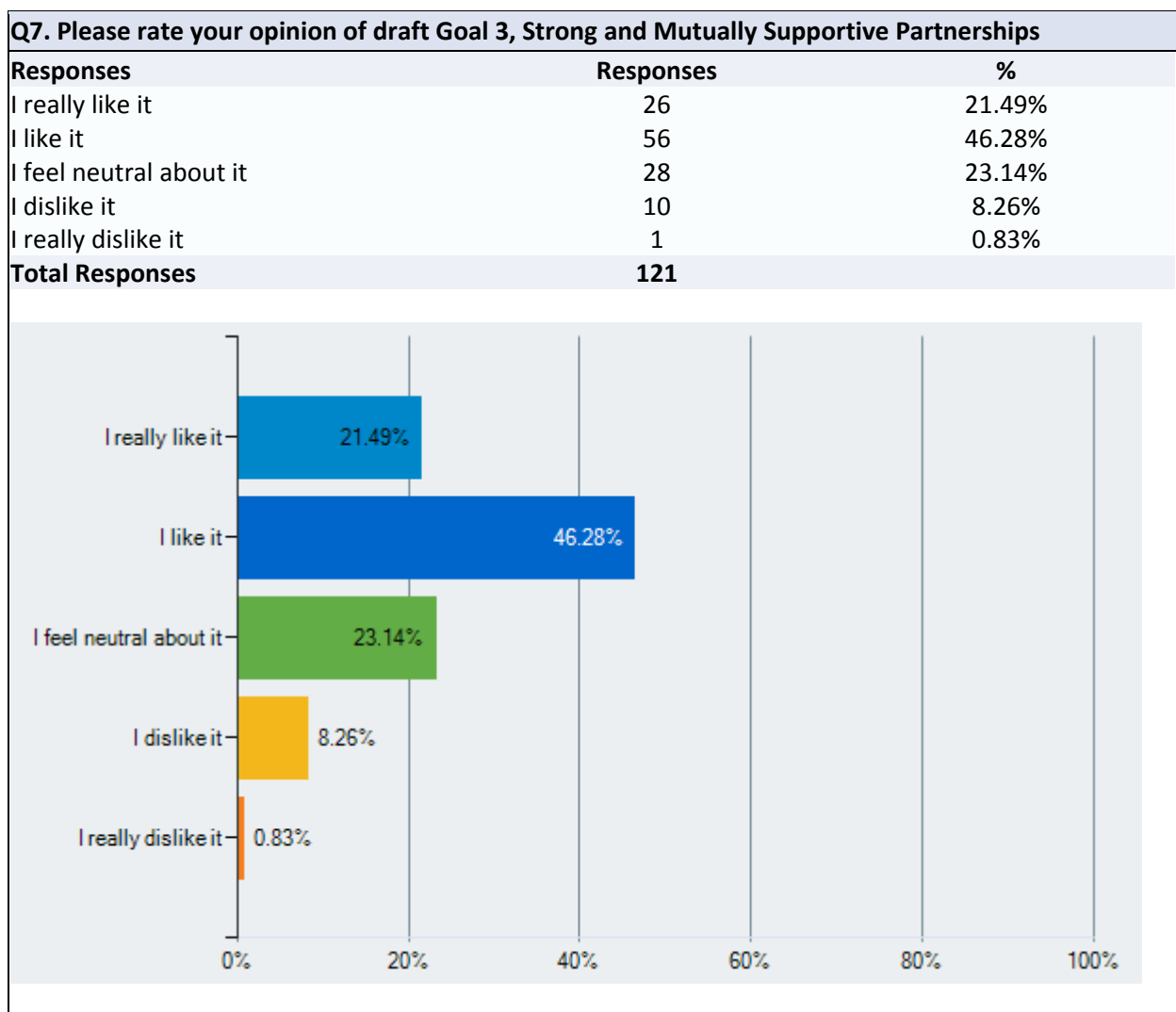**Community Input Form on the Draft 2018- 2024 Strategic Plan**
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Q6. If you have comments about Goal 2, Student-Centered Learning, please share them here.	
113	The goal reflects a continuing singular focus on needs rather than a balanced approach rejecting the realistic ability to financially support versus a realistic range of programs and approaches. The community cannot continue to fiscally support a growing proliferation of programs and attempt to meet every individualistic needs. APS needs to identify core programs and approaches that can realistically address the greatest number of students and try to be everything to everyone.
115	Monitoring metrics for Goals 1 and 2 do not specify disaggregated data to be able to identify and measure progress toward eliminating achievement gaps.
116	I like the goal of trying to help students find alternatives to four-year college: "Students have a variety of experiences that reflect college and career opportunities All students have the opportunity to learn about and experience workplace expectations and career options All students have access to personalized learning opportunities"
118	2.1 Desired Outcome: Would like to see an option to provide alternate ways for students to be academically challenged. One weakness in APS is we are want to support individualized learning and ATSS; however, a majority of the students have to take the same courses. More flexible options for the students. Strategy 2.5 Should include Arts. Arts is considered a core subject under VDOE. Arts is mandatory for all ES students. MS students take art (course or wheel). Fine Arts required for HS
119	i don't see how it meshes with the APS emphasis on grades and AP courses and ad nauseum testing so I don't see how the strategies will actually be implemented and work. I think the variety of school options is to address the options for non college bound students but the equal access, because of student numbers and caps on admittance to lottery schools means the desired outcome is unlikely
120	A comprehensive and balanced assessment system (sentence?) Some of the 2.3 Strategy section and Outcome(s) might be better suited in the career ready goal. A variety of school options that provide multiple pathways to graduation (sentence?)
121	Excellent goal & strategies! Challenge and engage all students in meaningful learning experiences through multiple pathways.
122	Make the learning humanly interactive, not more technology. Enough is enough.
123	I basically agree with this as a good description of a learner-centered process, which I totally support. Monitoring metrics need to include understanding of artistic and musical expression, cultural differences in the community, nation and world, and ability to use another language (besides English) to communicate and comprehend. Not just the SOL subjects.
126	Eduspeak creeps in even more here. What are "multiple pathways"? What are "global competencies"? What are "externships"? "Access to personalized learning opportunities" isn't the same as challenging all students. "Proficiency" is a pretty minimal baseline for a lot of students.
127	Goal 2 seeks to empower all students by creating a variety of opportunities to target their academic needs as well as those of the community. Our growing student population will benefit from the increased inclusive learning environments.

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Q6. If you have comments about Goal 2, Student-Centered Learning, please share them here.	
128	Again, the writing needs work. the statements need to be corrected to reflect the item. Goals should simply state broad picture outcomes and should not be written to imply action. Desired outcomes should point to qualitative measures and align with the strategies which should be stated as actions. Finally, the metrics need to be defined better and limited to those that are strategic in nature. Metrics need to be limited to strategic measures not operational

Q7. Please rate your opinion of draft Goal 3, Strong and Mutually Supportive Partnerships

Responses	Responses	%
I really like it	26	21.49%
I like it	56	46.28%
I feel neutral about it	28	23.14%
I dislike it	10	8.26%
I really dislike it	1	0.83%
Total Responses	**121**	

Q8. If you have comments about Goal 3, Strong and Mutually Supportive Partnerships, please share them here.	
SR	Response Text

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No.	Q8. If you have comments about Goal 3, Strong and Mutually Supportive Partnerships, please share them here.
1	Schools HAVE to be part of the community: the facilities must be part of the civic life of their neighborhoods. APS recognizes this and has made great strides in this area
3	Parent and community involvement is so key and I like that there is a specific goal around it.
7	Many south Arlington schools have admin who are not even attempting to create a community atmosphere (i.e. sped round table, PTA membership, community events during and after school, etc.). Each admin team should be held accountable for meeting a quota of creative, community centered (FAMILIES!!, not just businesses/organizations) events each school year. FACE is a joke at our school. For at least 2 years now, it's all been talk and no action. Last year's ideas are nowhere to be found.
8	For the third bullet in desired outcomes in 3.1, it might be great to include "to maximize efficiencies and student opportunities" I'd love to see a metric about use of space, that would target how Arlington County space is used to support our children for alternative classrooms to assist with overcrowding (ex. Classrooms in community centers/specific programs housed in non-school locations)
9	One of the metrics should also be that community survey results and other forms of community input are actually taken into account and seriously considered in making the decisions that affect the community group in question. Perhaps, this could be phrased like something along the lines of "percentage of proposed decisions that are adjusted prior to finalization in a meaningful way in light of community input"
10	Keep it simple. Focus on simplicity. There doesn't need to be something for each individual, just something for everyone.
18	Helpful to include information about the specific community partners and organizations.
23	There is no mention of Out-of-School Time. Safe and productive time after school and in the summer is critical for student success academically. Better collaboration and continuity between the school day and community organizations providing OST programming should be reflected in the strategic plan, especially since there is a goal specifically stipulating partnerships. Consider a metrics on summer learning loss, food security, student participation in OST programming and activities.
24	For Strategy 3.2, I think the Desired Outcome should not be that the strategies were implemented: it should be that the strategies succeeded. I might write that, "High-impact strategies engage more families" or ..."engage families more effectively."
26	I am a taxpayer therefore I am a stakeholder.
27	I like the idea of partnering with the community to bring additional experiences to APS students. I'm not sure I value it high enough to have it a goal of the system I dislike the following metrics: "visitors to Engage and social media followers" can be manipulated easily. Numbers of parent participants in groups and FACE activities - How are you going to measure parent participants in groups? What groups? I've barely heard of FACE - I doubt ANY of the parents I know are aware of FACE.
28	Increasing partnerships is good.

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Q8. If you have comments about Goal 3, Strong and Mutually Supportive Partnerships, please share them here.	
29	Look at partnerships that can expose students and families to experiences, cultures and opportunities outside of their comfort zones.
35	This goal is very important if APS is going to continue to grow and thrive. This could be the last goal in terms of the order.
36	Community is important. Would like to see more business partnerships that can assist with Goal 2
37	We hope FACE expands it work outside of the Hispanic community to meet the goal
39	It's important to look at things like the Community School model at Carlin Springs and how others can incorporate 21st Century Community Learning Center grants to provide deeper wraparound services to students and families.
41	How are we gaining information from families who may not have access?
42	schools need more consistency in processes before going to partnerships with outside groups
44	I think partnership is key but am not sure that focusing only on Arlington county is experience-enriching. There would be benefit from working outside our county boundaries as well as doing more between the privileged and oppressed groups within. And the monitoring metrics seem awfully generic and stale for something that supposed to be about relationship. Perhaps the surveys can capture it, but my experience in APS was that we needed less from the squeaky wheels and more broad engagement.
46	This seems already accomplished. And where is the budget to increase family engagement?
48	Partnerships should also be stressed at the Elementary level.
50	Bringing as many parents to the table as possible is critical.
51	I think social media is a double edged sword that can't be controlled. Schools should go back to traditional environments and atmospheres as much as possible.
53	Parents are not actively involved in their students classes- I have had to cancel Field Trips due to lack of parent volunteers to chaperone. So I am not quite sure how the School Board intents to increase family and community engagement
54	This reflects a well balanced view toward education. Learning is not done in isolation, but rather is relevant to our lives and communities.
69	I don't fully understand this goal and I think there is already too much pressure about social media.
71	More surveying of parents needs to be encouraged in order to more effectively improve APS Administration, Teachers and Curriculum....ATTS is a complete waste of time (for example)..it needs to be for everyone...stop encouraging parents to hire tutors by not addressing poor performing teachers, etc.
72	Community should be able to provide feedback regarding specific school & admin. South Arlington seems to be the red-headed step child; resources are not evenly distributed throughout the county, or prioritized where needed most. Admin needs to lead by example, be transparent with families, & be engaged in community activities. Communication from admin needs to be stronger & more consistent. It all starts at the top & trickles down, as you know! Even you could lighten your pockets & do your job.

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	Q8. If you have comments about Goal 3, Strong and Mutually Supportive Partnerships, please share them here.
73	Don't forget to measure SEPTA participation and cross over from SEPTA to PTA.
75	This is an interesting goal. I don't believe it will happen. It will require an entire shift in how the schools approach parents. Right now we get twenty minutes twice a year w teachers! See my two previous examples on responsive classroom and mathnasium. Attendance is not a metric for this. Metrics will have to include parents of students in school and follow-up to include -- classroom and principal level follow-up actions -- and follow-up surveys to ensure the partnerships work.
77	It's not clear to me what the point of Strategy 3.2 is. If this strategy is meant to address lower levels of parent engagement from any particular socioeconomic or cultural groups, than it should say so. If the point is to increase Latino parent participation, then Strategy 3.2 (and it's desired outcome and metrics) should make that explicit.
78	This goal by key terms is again reasonable, however the description of actions to reach the goal is problematic. Particularly in the description of Monitoring Metrics it is apparent that questionable external analytics and not a more intimate knowledge and understanding of the community, both in and around schools, could erroneously be driving driving APS staff decision making.
87	The goal is good, however, the strategies need some work. I would think 3.1 is already occurring, so shouldn't this be about "improving" or "increasing" open dialogue? 3.2 - I don't think training is the issue, I think it is about communications. I think 3.2 should be revised to address streamlined, efficient communications to the community. Many of us feel overwhelmed with emails from APSVA. Maybe if the communications were more streamlined and impactful, you would get better results
91	I especially like this Strategy - Provide training for staff and families on strategies for increased family and community engagement
92	Valuable if students are learning and contributing. These opportunities should not be exploitative.
93	There is no open communication between parents and the school. School only wants to hear what it wants to hear and parents lost respect for the teachers. Sad, very, sad.
96	Suggest you start with Arlington County Board. Since the public sees obvious lack of coordination between ACB and APS, it's hard to imagine how this will work.
97	To achieve these goals you need meaningful public processes. Too many of our processes are outcome directed and do not really seek or respond to community input. Collaboration with county staff is critical to addressing capacity.
98	I find that APS does a lot of listening and very little implementation of suggestions. I am not sure what extra websites will do to increase this.
101	As a former APS student, parent, and schools activist I know APS has always made this effort. It is difficult and imperfect, but the commitment is there
105	Arlington county needs to make sure they are engage in sincere engagement, as opposed to hide the ball engagement.

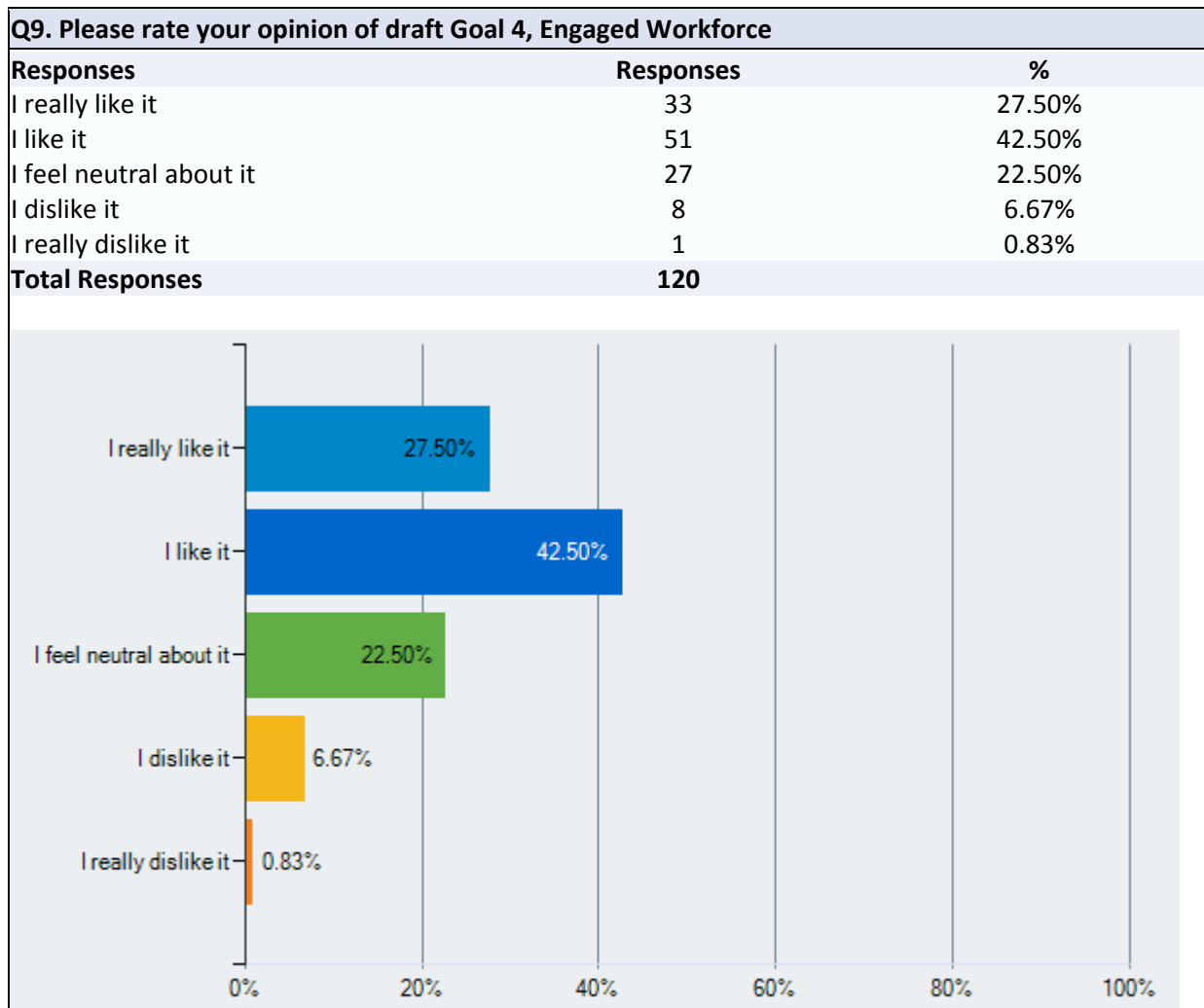# Community Input Form on the Draft 2018- 2024 Strategic Plan

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Q8. If you have comments about Goal 3, Strong and Mutually Supportive Partnerships, please share them here.	
108	Businesses and other organizations? Like what? Why would we want them involved in APS? We have more than enough parents busting teachers and admin's balls in the schools, the last thing we need is more "parent engagement."
110	Strategy 3. 2 add business
111	I like the last metric: "Survey results: stakeholders involved in their school community, communications effectiveness, trust and satisfaction, etc."
112	Really like the family engagement metrics.
113	Once again, language sets ambiguous and unrealistic, highly individualistic goals "All communities will be provided communication and support specific to their community." Given the multiple languages in our community, does this mean every message in every language? Language has power, impact and consequences. The absolutes, such as "all" and "every" set fiscally and operationally impractical if not impossible goals that then trigger unrealistic demands on the community's resources.
114	As drafted, this is weak...it speaks strongly to families, but less strongly to others. APS needs to keep in mind that less than a quarter of taxpaying citizens have children in the Arlington Public Schools. Historically, input is frequently sought solely from parents of students rather than the broader community. This broader outreach has improved in recently years, but much work still needs to be done and this goal does not seem to forcefully embrace it.
115	Change Goal to: "Strategic Partnerships" Strategy 3.1: Add non-profits and strategic partnerships; change outcome to: "Strategic partnerships between APS, businesses, Arlington County Government, nonprofits, and other organizations will leverage existing resources and expertise to support student learning, development, and growth." Number of partnerships is not a meaningful metric. Look at number of students served, services provided, and effect on attendance, performance, etc.
116	It is good if APS can facilitate students getting short-term jobs, thus increasing real-world experience and exposure, as opposed to piling on homework: "Opportunities for all students to engage in partnerships, including internships/externships with community businesses and organizations"
117	1. Goal 3 should say FAMILIES: "...connections between schools, families and the community to broaden.... 2. Strategy 3.2 It not about 'increasing engagement' More not better (& in some schools too much with no clear impact); also need explicit connection to Ss success. "Provide training.....to create meaningful partnerships (or relationships) supporting student success" 3. Add 1 more Strategy 3.3: Create welcoming school environments where families feel respected, supported and valued
118	Strategy 3.1 Should it include the school board? Strategy 3.2 : Monitoring metrics should include "training" at school PTA and CCPTA meetings to increase outreach and community engagement.
123	Please change "between" to "among schools, families, businesses ..." Under this Goal, Monitoring Metrics should include something like "evidence of frequent, clear and constructive feedback on a student's learning progress to the student and the student's parents or guardians, with follow up."

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	Q8. If you have comments about Goal 3, Strong and Mutually Supportive Partnerships, please share them here.
126	"maximize efficiencies"? This talks about training "staff and families on strategies for increased family and community engagement." But have you done baseline studies to see where APS is now? If not, how do you know what needs you should be addressing?
127	We need to include all sectors of the population to ensure our schools provide the best education our students can attain. It is in the communities' best interest to act as a facilitator working with parents and teachers to prepare our students making sure we are all part of this process empowering teachers, students, parents and businesses alike.
128	Work on the statements. Goals should simply state broad picture outcomes and should not be written to imply action. Desired outcomes should point to qualitative measures and align with the strategies which should be stated as actions. Finally, the metrics need to be defined better and limited to those that are strategic in nature. Metrics need to be limited to strategic measures not operational.

Q9. Please rate your opinion of draft Goal 4, Engaged Workforce		
Responses	**Responses**	**%**
I really like it	33	27.50%
I like it	51	42.50%
I feel neutral about it	27	22.50%
I dislike it	8	6.67%
I really dislike it	1	0.83%
Total Responses	**120**	

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Q10. If you have comments about Goal 4, Engaged Workforce, please share them here.	
SR No.	Response Text
1	So What is gong to happen to the Children's School? A more direct way to phrase this wold be "will APS continue to subsidize pre-K for county employees? I think they should, but this language leaves me no way to express that
2	Follow through with this goal!
3	There is nothing more important than developing and retaining our teachers. In my opinion, teaching and school administration is already the most underpaid profession out there. We need to figure out other ways we can motivate & retain our teaching/administration staff - development is key to engagement. Diversity is also another factor that leads to high engagement & high retention. Providing real-time feedback also gives staff an opportunity to improve. Well done
6	Stategy 4.4 Increase teacher pay, they need it.
7	Many staff aren't held accountable for their actions/lack of work ethic. We have staff who get paid to visit colleagues w/ their face in their phones all day. No one is sure what they're job actually is, b/c they never do anything & their initial responsibilities have been given to others. The amount of bullying of students by teachers is ridiculous & something needs to be done about it. Schools need mindfulness training. Specials teachers & assistants need sped training! Staff should eval admin
8	For 4.3 desired outcome, consider including "that focuses on achievement of goals/mission/something that shows evaluations are linked with an employee's contribution to what the school system is set to accomplish. For a metric, consider including a morale survey, broken out by school.
10	Lead. Be Leaders. Teach. Be Teachers. Diversity doesn't matter. It's the content of their character that is most meaningful to the experience, after they have met qualifications that don't include "being diverse".
19	I think that part of an engaged workforce should include empowering teachers to create an active learning environment in their classrooms to meet the established learning objectives. I have the sense that teachers are often overwhelmed with paperwork, evaluations and other top down requirements to devote sufficient time and energy on teaching their students
23	What is an "employee accident rate" and why is it relevant? Consider student and parent evaluations of teachers and staff in addition to student performance and principal observations when measuring teacher success.
24	Desired Outcome (DO) of Strat. 4.1 just restates the strategy. Recommend "APS maintains a high-quality workforce characterized by excellent performance and low turn-over." 4.2's DO also restates the Strat. How about "Employees across all employee groups participate in high-quality professional learning opportunities"? Strat. 4.3 is vague. Try "The evaluation process improves employee performance." 4.4: add "and healthier" to the DO.

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	Q10. If you have comments about Goal 4, Engaged Workforce, please share them here.
25	It is so important to take care of your teachers, support staff, admin, bus drivers, and everyone else in the school system....it takes a village
26	Exit survey data, who reads these, analyses them and what action comes from this?
27	I think these ideas are solid for employee retention. I do have concerns that we have nebulous and undefined changes to how we will deliver curriculum (afraid to say teach!). As a potential employee, I would be excited about the "new ideas.' I would have trepidation however, as to what is expected, and how I would be delivering curriculum.
28	Covers important topics.
34	As a monitoring method, the retention of workforce needs to be defined more specifically. There are many reasons employees leave, and a general record of how many staff members remain may not capture our efforts at retaining staff.
35	Should the wording include "highly effective" or address to what extent the workforce is engaged? Consider adding "effective" or "committed" beyond engaged. Strategy 4.4 needs some more details.
36	Continue with flexible professional learning and the framework
38	The wording of the goal is concerning, but the strategies do clearly speak to what we would like to accomplish. "Invest in our workforce to crate a culture of excellence where talented individuals chose to work and are valued." Add climate survey to monitor metrics
39	It is important to develop strong partnerships with colleges and universities to effectively train prospective teachers in the methodologies we favor and want to see in candidates. It will be critical to identify a stream of diverse candidates, and consider identifying our own high school seniors and setting up programs to support them in pursuing teacher education and eventually working for APS.
40	Until we have a system in place to discharge staff that does not teach and live by all of the above we will be stuck with weak staff who are not supporting students as is expected.
42	improve staff retention in years 1 -5; consistent support
44	Strikes me that we might want to anticipate and build forward with regard to desired representation of groups. Additionally, the diversity & inclusion practices needs to be spread to administrators, APS main office and into all schools. The school populations (at least at the elementary level) in Arlington seemed awfully limited by income and race relative to location.
46	If you are going to keep the majority of staff on T-scale despite their position/responsibilities, then add another MA+45 column and make the PhD column by # of credits and not by degree. This is something I have seen in other counties.
47	But the staff that is hired does not reflect the diversity, especially in the adjunct staff (social worker, counselors, psychologists, Interlude Therapists). We are doing a poor job of hiring staff that look like the students they serve!!
48	A worthy goal, but emphasis on paying living wage to non T-scale and access to affordable housing and transportation for staff should be implemented.
50	Actionable feedback? It is not clear to me. Panorama survey?

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Q10. If you have comments about Goal 4, Engaged Workforce, please share them here.	
51	Like to see it enacted. SOunds good, but needs effective implementation. Need to find a strong person(s) to do this and then give them the freedom and space to do it and not have the subject to or brought down by committees or people who pull back on change
53	The evaluation process is often abused by administrators looking to exert power over new teachers. My evaluation last year was false, and there is no course of action for me as a teacher to dispute the results. I would recommend multiple people observe a teacher: the administrator, the department chair or fellow teacher, and the county-wide supervisor. The three observations together would create the teachers eval for the year.
54	I appreciate the idea of relevancy. Our workforce training should always appear relevant to our students and to their families, no matter their orientation toward work (be that tradespersons or college prepared career persons).
55	How are you going to strengthen the evaluation process?
62	The evaluation process should be minimal to give teachers more time to focus on instruction instead of on the written document to an evaluation (which can sometimes require 4-5 pages worth of writing)
68	The amount of things that teachers are asked to do, I think burns them out.
69	I don't always feel that the staff is treated as valuable. So many new things are introduced and it seems like we are always needing to attend trainings. Morale always seems low.
71	Please make sure that you have 360 evaluations in order to also address poor performance and just do not hire someone based on their demographics...hire the best person for the job..use objective data.
72	We teachers need more support, PERIOD. Also, I don't know if our school has an AEA rep, because no one introduced themselves as such during pre-service week. When do we get to take a survey regarding our admin? Why don't we get to? Should be something the higher-ups consider during evaluation time. It's not like you see what goes on at our schools. You just sit back in a comfy chair and hear the admin's side of things.
73	Again, I don't dislike it so much as what I see missing. Please include metrics related to inclusion. Principals & VPs should be rated on the number of kids with IEPs included in the gen. ed. classroom. I'd love to see a metric that requires administrators to evaluate the kids w/ieps who could spend more time in gen. ed. environment. Do administrators encourage all staff to support sped students? Students might be denied gen. ed. lunch b/c one teacher can't watch a school-wide prog. would fix.
75	Please include recruitment in this metric. Ask the teachers what do other schools do to recruit them? What can APS do to recruit teachers? Look at: Who is being recruited to teach at APS? What is APS doing to encourage our own smart students to go into teaching?
77	If the point of Goal 4 is to produce an actually engaged workforce, then the metrics used to assess progress toward the goal should focus on specific engagement targets (for example, "75% of employees report that they are somewhat or very engaged on a five-point scale.")
78	In concept this goal is reasonable, however the Monitoring Metrics described will likely leave APS staff out of touch on the underlying substantive issues facing teachers. A school community focused approach relying less blind analytics should be considered.
81	More opportunities for professional development should be offered as per Strategy 4.2.

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Q10. If you have comments about Goal 4, Engaged Workforce, please share them here.	
86	There are no metrics to measure employee health and wellness except attendance. Can you measure employee participation in wellness activities?
87	I think the goal is actually what you have for 4.1. The goal is to recruit and retain employees. Everything else supports this. For example, providing development opportunities (4.2) is something that helps attract and retain staff. Same with 4.3 and 4.4
90	Pay matters too, but I imagine the school board has less sway than it wants to admit in being competitive in that regard.
92	Our focus and concern should be retaining the effective teachers. statistics. 20% of APS students are not performing on grade level is much less alarming than 5000 APS students are not on grade level for reading, writing, and math. We need to be alarmed. These numbers mean there are some ineffective teachers in APS. Those teachers should be given more support or retired.
96	Work with ACB to brainstorm solutions to housing for APS employees.
98	What does diversity mean? Should always hire the best, most qualified teachers and staff.
100	For 4.1 the strategy and the outcome are the same. There needs to be more "how" here.
101	Very simply, the most important aspect of a public education is the staff - teachers and administrators through custodians and classroom assistants. APS is successful because of them
105	We need to support our teachers.
106	You are going to have to think about this some more. It is not evident that staff has a voice.
107	I think this goal is extremely important to the success of our students. If we don't recruit/retain highly qualified teachers, how will our programs grow? One consideration that should be looked at is our parental leave policy - APS employees (specifically teachers) are made up of mostly women. If our over arching mission is to provide quality education and care for our students, shouldn't that same mission apply to our employees and their families? Paid parental leave is a MUST.
108	Continue to offer good compensation packages to teachers. Reflect the diversity of our student population - no way. Hire the best people based on their own value, nothing else. We really need the ability for students and parents to provide end of the year evaluations as part of the performance review process. Time for continuing education, parent-teacher conferences and other meetings needs to be outside of school hours. Do away with early release and no school on conference days.
110	strategy 4.3 desired outcome - timely actionable feedback Employee satisfaction???
112	Really like the emphasis on retention of high-quality employees and employment diversity, as well as health and wellbeing goals for employees.
113	Although I agree with the overall generalizations, I do object to the second half of the following: ""Recruit, retain, and advance high-quality employees who reflect the diversity of our student population." Given the number of different cultural backgrounds, etc. in the community, this is absurd if taken literally reflecting the community population.. The goal should be absolute non-discrimination in hiring and reasonable diversity reflecting our society.

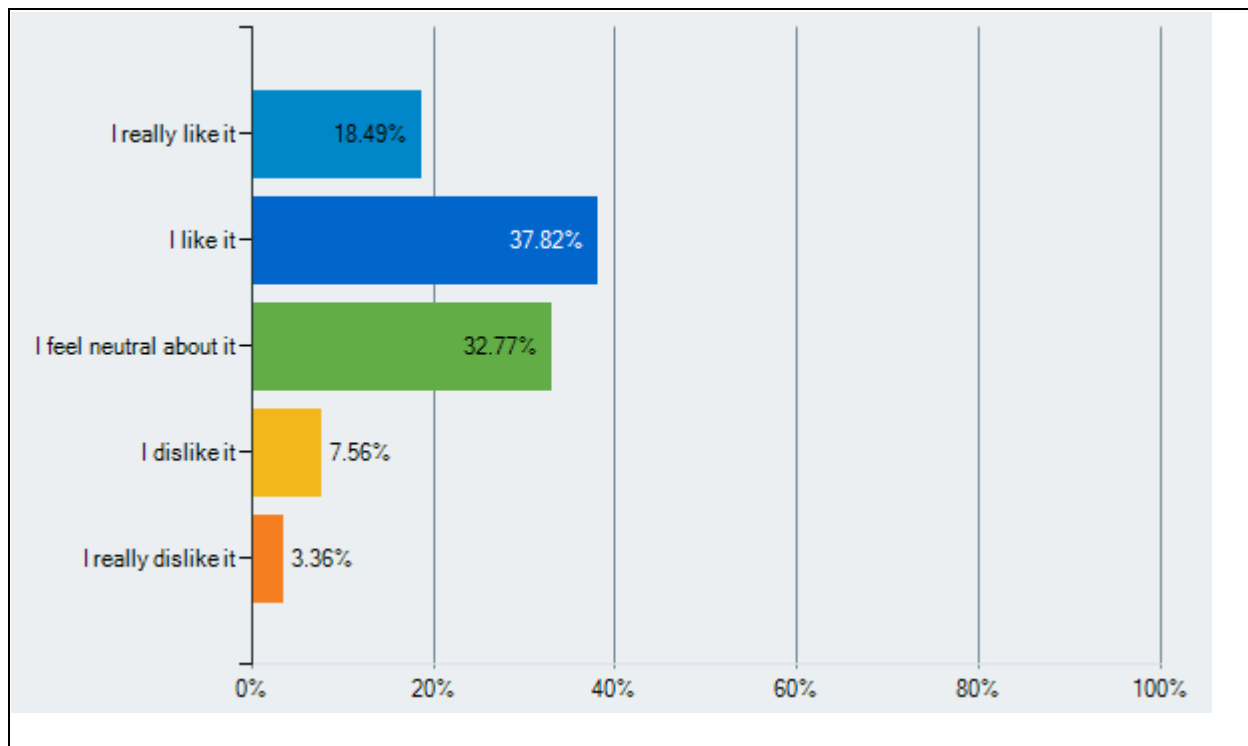**Community Input Form on the Draft 2018- 2024 Strategic Plan**
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Q10. If you have comments about Goal 4, Engaged Workforce, please share them here.	
118	Strategy 4.2, Desired Outcome: "Provide" high quality .... Strategy 4.3 Is this for performance evaluations? Not the evaluations conducted with department of Planning and Assessments?
120	This might be better before the partnerships GOAL. We can't get to GOALS 1 & 2 without this one. The words in 4.4 such as included and respected are of utmost importance. All voices heard! CLTs can be maybe included here and elsewhere.
123	Mostly excellent, but I'd like to see explicit reference for preparing teachers for new assignments and following up with supportive mentoring. Encouraging the creation of communities of practice in schools and within content areas.
126	Metrics don't seem to talk about actively seeking diverse candidates. Will APS change how it's recruiting faculty and staff? If not, it's not realistic to expect different results.
128	In addition to edits needed in the way the various statements are written, the entire workforce goal needs to represent more specifically the Divisions commitment to its entire workforce not just instructional; "support" staff will suffer the most in the upcoming fiscal challenges and there should be a strategic commitment to retain, and recruit quality staff at all levels so that the system can in fact achieve operational effectiveness behind the classrooms.

Q11. Please rate your opinion of draft Goal 5, Operational Excellence		
Responses	**Responses**	**%**
I really like it	22	18.49%
I like it	45	37.82%
I feel neutral about it	39	32.77%
I dislike it	9	7.56%
I really dislike it	4	3.36%
Total Responses	**119**	

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Q12. If you have comments about Goal 5, Operational Excellence, please share them here.	
SR No.	Response Text
1	APS has done a lot to address overcrowding and is continuing to do so. Great1. It would be useful to establish long term and more specific goals. For example, will APS allow school size to continue to grow? Or do they imagine a maximum? Will it continue to allow capped enrollment programs? Many residents where I live are affronted by the 100 million being spent to house 800 students at HB while Swanson for example is egregiously overcrowded. Is there any long term consideration of this problem?
6	iPads for all students have been a huge distraction in MS because there isn't adequate wifi and kids play games on them. We could conserve resources by not buying iPads for all ES and MS students and pay attention instead to teacher pay and keeping our class sizes small.
7	Work orders take forever at some schools. Laziness on custodian or APS's part? We have pests b/c caulking by sink won't get done. We've asked for window screens to keep pests out, but were told if one classroom gets them, then others have to as well. Why don't we all have screens on our windows? Our treasurer withholds money from staff & holds mail/packages hostage for weeks/months at a time. Smell of gas on playground coming from school building. None of the above were issues at my other school
8	This is generally above my head. But it seems a metric of recycling should also include general waste, as recycling more does not necessarily mean reduced waste! Buying empty boxes and recycling them would up the recycling data after all.
9	See comment above regarding the over-reliance on relocatable classrooms. In connection with this goal, it is important to stress that cost controls and increased operational efficiency should not come at the expense of crowding more students into trailers.

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Q12. If you have comments about Goal 5, Operational Excellence, please share them here.	
10	Try to get kids out of trailers. Per pupil spending is tops in the region. The focus is too broad. Boil it down to things that can actually be accomplished. None of this will be achieved except vaguely when time to mete out promotions and raises.
11	APS must acquire the land to build enough full-sized, fully resourced high schools to serve the entire county and the expected growth. ALL county schools (k-12) must offer equal programs and all students should have equal access to elite programs--no matter where they live in town. Woodlawn needs to be shut down. There's no excuse for letting this tiny group of students retain their privileged position when other students are in overcrowded schools or may be forced into a new mini high school.
14	Cutting down on waste, especially increase in energy efficient systems, or encourage staff to be more energy conservative. Safety training for staff in scenarios that involved violence.
15	Can we explicitly include a commitment to invest in any needed infrastructure and resources to attain the mission and vision?
19	Under strategy 5.3 Desired Outcomes add to the first bullet following Facilities "including school grounds Add to the second bullet ...and energy usage "and have a positive impact on the environment Some additional metrics could include composting rates, overall trash amounts (goal to reduce all trash, not just improve recycling rates), number of school vegetable and native plant gardens, tree canopy coverage. solar panels Overall treat make facilities part of learning environment
25	I like the concept of maximizing our resources - kudos for Goal 5
26	Again high performance, high standards what else are you going to say. Reduce waste, all that packaging in the after school program snacks, something to look at.
28	Good to look at ways to reduce spending every year.
34	Given the concerns with safety and security, it is the right idea to talk about designing safe facilities. It is unclear how older schools will have this addressed and in what time frame.
35	Add monitoring metrics for success with technology usage, resources, and communication.
38	Rotating schedule for major maintenance/minor construction - under 5.2 possibly
39	It is critical that the data warehouse contain up to date information that is helpful to take action immediately to improve student outcomes. Currently the data warehouse has information from summative assessments that are several months old. The monthly attendance data is helpful, and its critical to implement automation of data such as that, and the action steps, such as generating letters to families.
42	need consistency between schools AND central office work all central office should perform school based shadowing for a period of time in the school year to understand our schools and students, etc
43	For operational excellence, the strategies need to be fully funded. Such as social/emotional support for every student.
44	I don't know enough about this implementation, but this is a key goal. The greatest problem for APS, IMO, is the lack of space. The crowding is impacting the delivery of services.

Q12. If you have comments about Goal 5, Operational Excellence, please share them here.	
45	APS has been unable to predict student population growth accurately. The predictions have been so inaccurate that new schools are overcrowded soon after opening. How will this change? APS per student spending has been well above other local jurisdictions without the corresponding high achievement one would expect. APS construction spending per square got is also well above average. How will this address those issues?
46	I think it should be made clear that decisions will be made based upon available research on the topic (not just what parent group complains the most).
48	I feel we do a good job at this in Arlington
49	5.3 change "optimal" to "high performance"; introduce link between, facility design, teaching and learning, and sustainability.
50	I understand. We want more efficiency.
54	Let's not get lost in the date collection process. We are dealing with PEOPLE and sometimes the process by which we collect data is both dehumanizing and detracts from the effort of true education.
55	I don't think APS is doing a good job in the "stewardship' of protecting Arlington resources for Arlington residents. We have legitimate growing enrollments, for sure, but we also still have a lot of out of county students and families pretending to live here, when they don't. Residency requirements are not enforced, and well researched residency decisions are not upheld by APS senior managers if a parent complains. That undermines staff and morale in a big way.
68	Strategy 5.3 Provide high-performance learning and working environments Ask the teachers when designing new schools, because THEY are the ones who use it.
69	I think the lack of recycling is a big issue.
71	Please make alternative arrangements for non traditional students as we do not have space for them as we are over crowded, be careful with reverse classroom and on line courses as they are a long way from being perfected and like DC, make sure everyone is an Arlington resident each Fall by presenting electricity bills
72	Work orders take forever. Roads in Arl. to get to & from work are damaged & dangerous. Are you going to enforce recycling, going paperless, etc? Why don't I have screens on my windows that open? The pests come in, then we have to report the pests, then we are told we can't have screens b/c other classrooms will want screens...whaatt?? Give us window screens! Why does a driver show up with the wrong bus when student needs are documented in an IEP? Why is transportation so difficult in general?
73	I don't know enough to comment.
75	I want the county to put some skin in the game here. They have resources that should be shared. When a pool or community center is being redone please consider the grounds as somethign that could be used for APS. I want APS and Arlington County to think with one planning head. They should think about flexible space. What buildings used to be schools that are now community centers? What spaces are used during the day or more at night? What sports facilities can be shared w county and school?

Q12. If you have comments about Goal 5, Operational Excellence, please share them here.	
78	The metrics used to consider operational considerations are again out of sync with the real needs of individual schools. Walkability and reduced busing may be advantageous but not at the cost of disrupting school communities. Analytics can provide insight for making informed decisions, but should only be used as a guide. Blindly using analytics to achieve budgetary improvements without an understanding of the consequences to school communities is not appropriate and risks harm to students
87	These seem wishy washy. What about providing students and parents with resources and tools to navigate the IT systems and other processes? Seems like this is part of 5.3.
89	Need to develop a means for feedback. Need program implemented for work orders where teacher, administrator, and head-custodian can track progress of a work order request (think amazon shipping tracking) that indicates when facilities has read it, has scheduled the the site visit, ordered the necessary materials (if applicable), and has scheduled the actual repair/improvement. In fact, more broadly, we need to develop andorganizational culture that supports and facilitates vertical feedback
90	The county also needs to do a better job monitoring and modeling class sizes so it doesn't get caught flat footed and overcrowded again.
92	APS needs to reconsider school configuration rather than continuing to build more elementary schools. If there were fewer grades per school we might be able to slow down the building. We might also be able to increase the economic diversity at the same time.
95	APS builds ridiculously expensive new schools and yet there is no money to hire bus drivers or provide actual TEXTBOOKS to children?
97	Every school should have a solar array capable of powering a high percent of its operations.
98	You focus on environmental stewardship, yet you jam hundreds of kids into schools that don't have the footprint to sustain them. They are crushed into hallways, gym space, are space, and no room for assemblies and lunches (that start at 11:00 am in some schools). Spend your time fixing these problems, and less on whether on not we recycle.
101	5.3 falls short of a true long-term vision. "practices reduce waste and energy usage." ?!? Goal 2 includes a ton of aspirational targets to do everything for every student yet here that approach is not used. Environmental stewardship should be to "net zero energy usage and waste". These are eminently achievable goals IF the direction is set. And they will save money. Lower energy costs and reduced trash pick up costs mean more money for the classroom, for staff. Think long-term. Think boldly.
102	Operational excellence may be a good place to elaborate more on safety. Safety was stated earlier in the mission statement. By safety, I mean improving access control measures to the schools. This can be done by reviewing current policy gaps and further utilizing technology, awareness training, and live exercises to fill those gaps. Risk of unauthorized access to schools can be mitigated with these strategies.
105	We need to ensure equality across Arlington's schools regardless of location..
106	By "per-pupil spending" I am afraid you mean decrease that amount. If we cannot decrease class size we should increase per pupil spending specifically for that purpose. Decreases in class size should be directly funded.

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	Q12. If you have comments about Goal 5, Operational Excellence, please share them here.
107	Where does the money come from for this strategy??? The budget is already stretched so thin!
108	APS spends money like it's a bottomless pit. There seems to be little to no accountability. It's a blank checkbook.
112	Like the emphasis on fiscal responsibility and strategic planning.
113	Given the fiscal demands confronting our county, once again missing are statements and mechanisms to ensuring that operationalizing very broad and at times practically impossible goals are handled within fiscal restraints. There is no implicit acknowledgement that APS facilities are grossly overpriced compared to the rest of the Commonwealth and mechanisms/goals to address that. Similarly unaddressed directly are our highest per pupil costs in the region.
115	Strategy 5.2: Add "continued excellence" at the end of the sentence Add a desired outcome: "Strategic partnerships with businesses, Arlington County Government, non-profits and other organizations add resources and capacity to APS to achieve its goals.
118	Strategy 5.1: Possible to clarify assets: physical sites? Financial Assets, Staff, etc. Desired Outcome: Control of LT $$-increasing operational efficiency of new and existing facilities and maximizing attendance. Per pupil spending is affected by size of of programs. Above is included somewhat in 5.2; however, it should not be linked just to CIP, but annual review of attendance figures at each school or look at boundary re-alignment frequently. Monitoring metrics: Per pupil spending #1
119	APS always seems to be playing catchup and rolling out initiatives without sufficient beta testing. Case in point -- 1:1 personalized learning, only with a budget crunch pending did APS figure out it was paying to much for computers/tablets. and the wholesale commitment to using devices to teach but not planning for tech support so kids go weeks without iPads , not sure how the above strategies will work out.
120	I understand and value creative use of resources and funding but I also believe it should be more transparent to ALL involved.
123	Okay, I think, although I'm not sure that "operational excellence" is really captured. These are administrative bullets, not those of wise and effective management.
124	I think aps needs to reconsider the leadership of CIP and their ability to manage these projects. Also Woodlawn is off the charts expensive per student. Equitably Addressing capacity issues should be the school systems #1 goal.
126	And here you've lost me. STARS? QC? Percentage of data available in the data warehouse? What does this mean? It seems as though this goal is actually: get schools built try not to spend too much money in the process But it's dressed up in a lot of words and jargon.
127	Arlington has so far demonstrated excellent allocation of resources and should continue to do so as you meet the demands of the near future.

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Q12. If you have comments about Goal 5, Operational Excellence, please share them here.	
128	Concern about the draft of the statement as wording is not consistent with the intent of the item. Operational effectiveness tends to focus on support services, and that is appropriate. the alignment with Goal 4 is necessary here; can't do this without qualified staff and metrics on both could be better at reflecting this. further evaluation of strategic vs operational metrics is required here. Keep in mind that only strategies are actionable statement and desired outcomes are qualitative.