

# 2024-2029 Strategic Plan Steering Committee

Meeting #2  
November 20, 2023  
Broadneck High School

**Good Afternoon!**

**As you get settled, enjoy some food, each other's company, and, on your name tag, please record the following:**

**What is your ideal vacation location?**

**What song can you not resist singing along to when you hear it?**

**Name**

**Relationship with AACPS**

**What is one word that describes how you feel about the next strategic plan?**

**If you had to eat one meal everyday for the rest of your life, what would it be?**

Good Afternoon!

As you get settled, enjoy some food, each other's company, and, *on the other side* of your name tag, please record the following:

What is your all-time  
favorite book?

What is your all-time  
favorite movie?

Name

Relationship with AACPS

Given the choice of anyone, alive  
or dead, who would you like to  
have lunch with and where?

On a scale of 1 to 5, how  
adventurous are you? 1-Not  
Adventurous/5-Very  
Adventurous

# Welcome!

Dr. Mark T. Bedell

Superintendent of Schools



Good Afternoon!

As you get settled, enjoy some food, each other's company, and, on your name tag, please record the following:

*Where the Wild  
Things Are*

*Shawshank Redemption*

*Pete Leida*

*IEG Partnership Manager*

*Julia Louis-Dreyfus  
Outdoor Cafe in NYC*

*4...used to be a 5*

# Get to know your table partners

Introduce yourself to your partners and share some information about your favorite song.

- Why do you love that song?
- Do you have a favorite memory associated with it?
- Is it your 'go to' karaoke or your 'walk out' song?

# Objectives

1. Review takeaways from Meeting #1
2. Refine and offer feedback on core values.
3. Examine stakeholder feedback to elevate considerations for Portrait of a Graduate categories and possible Vision statements.
4. Brainstorm ideas for district mission.

# Agenda

- Welcome/Introductions
- Meeting #1 Review
- Core Values
- Portrait of a Graduate
- Vision
- Mission
- Next Steps

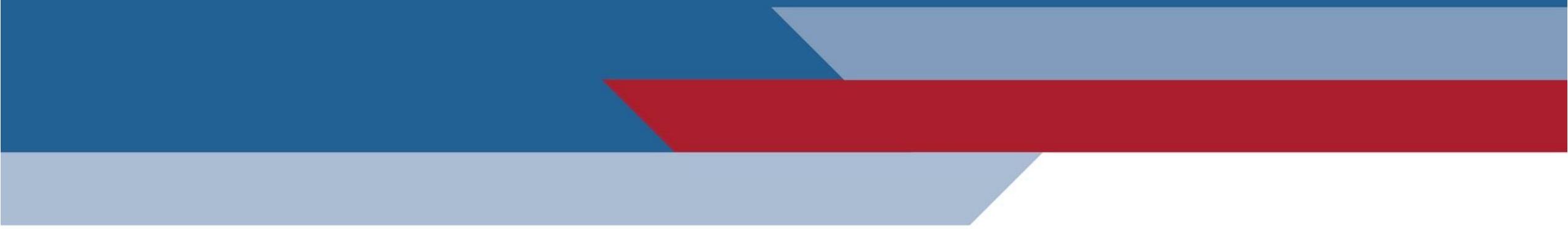


# Meeting Norms

- Engage
- Seek to understand others' views
- Think short-term and long-term
- Share the 'air time'
- Commit to this time and your colleagues
- When you hear the chime, complete your thought and then bring your attention to the speaker.

# Steering Committee Meeting #1 Review

Feedback and takeaways



# Meeting #1

## OBJECTIVES

1. Review the process and timeline for plan completion.
2. Understand the purpose of a strategic plan and the steering committee's role in the development process.
3. Explore and provide feedback on structural and content elements to inform the plan design.
4. Begin to develop foundational language for the plan.

## AGENDA

- Welcome/Introductions
- Strategic Plan Overview
- Steering Committee Purpose
- Sample Plan Review
- Core Values
- Next Steps

# Sample Plan Review Takeaways - Content Likes

- Focus on students, staff, and families
- Emotionally resonant language to inspire action and communicate sense of urgency
- Clear and concise language accessible by the community (avoid acronyms, define key terms)
- At-a-glance page for easy access to key district information
- Details about plan development and involvement of stakeholders
- Description of Core Beliefs and their connection to student outcomes (goals and Portrait)
- Growth-oriented goals with clearly defined outcomes
- Cost analysis of proposed strategies and initiatives

# Sample Plan Review Takeaways - Layout Likes

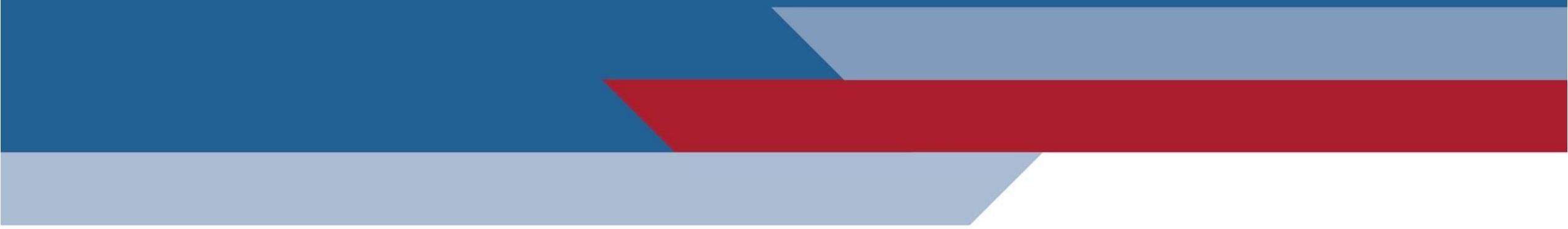
- Abundant use of high-quality, inclusive photos to create a visually appealing document
- Consistent theming throughout the document to create a cohesive visual identity
- Clean and simple layout that is easy to read and navigate (simplicity and brevity)
- Concise text that conveys the key messages effectively (not excessively wordy) with language accessible by the community
- Thoughtful use of charts and graphics to present information in a clear and concise way
- One-page overview of the foundational language and key priorities for quick reference

# Meeting Feedback

 I appreciate...	 I wonder...	 I wish...
<ul style="list-style-type: none"><li>● Diversity of the room contributing to the plan.</li><li>● Opportunity to be a part of this work.</li><li>● Collaboration throughout the session</li><li>● Having the opportunity to view sample plans.</li></ul>	<ul style="list-style-type: none"><li>● How the plan will come together.</li><li>● What the final product will look like.</li><li>● How the plan will bring us from good to great.</li></ul>	<ul style="list-style-type: none"><li>● The plan will reflect the process and effort of the group.</li><li>● The process will be as collaborative as promised.</li><li>● We had more time.</li></ul>

# Refine Core Values

Set of beliefs that guide the actions, behaviors, and decision making processes of the district.





# Core Value Drafting

Step 1: Individually, list your top 6 core values in priority order.

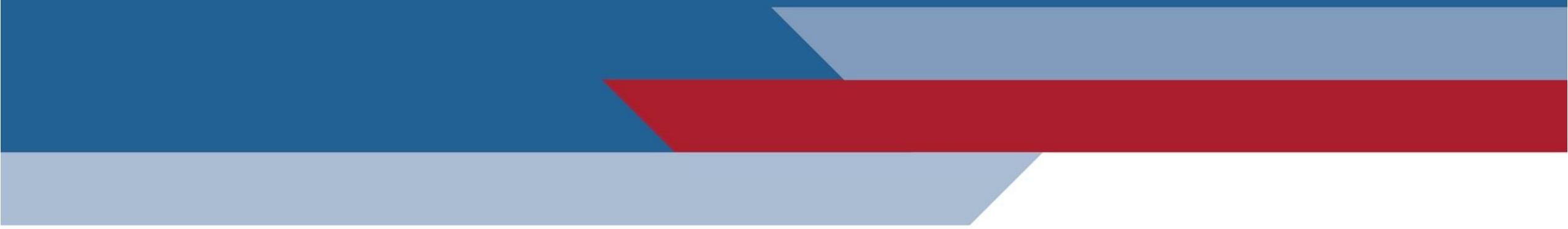
Step 2: As a group, list your top 6 core values in priority order.

Step 3: Select one of the core values from your list and write a brief description as a group using 'We believe...' as a stem. After adding to the 'Recorder Packet', add it to your chart paper.



# Portrait of a Graduate

Illustrates the characteristics, traits, and attributes that the community would like AACPS students to have as they enter the world after graduation.



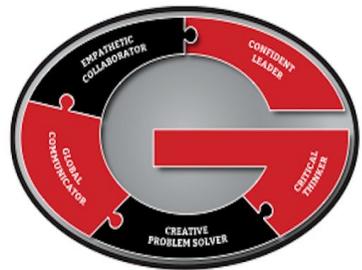
# Portrait of a Graduate

- Articulates the hopes, aspirations, and dreams the community has for its young people.
- Identifies and describes the skills and mindsets needed for success in our rapidly changing and complex world.
- Informs the design of and access to learning experiences throughout the school system.
- No more than six words or phrases with descriptions.

# Portrait Examples



## PORTRAIT OF A GRADUATE



Gainesville Independent School District is committed to providing all students with the knowledge, experiences and opportunities necessary for them to develop the competencies required for success in school, in the workforce, and in life.

### CONFIDENT LEADER

GISD graduates will develop a strong work ethic and leave our district grounded in a purpose enabling them to lead, embrace challenges and persevere to achieve their goals.

### EMPATHETIC COLLABORATOR

GISD graduates will leave the district with a foundation for effective collaboration grounded in empathy and a desire to understand differing viewpoints and learn from others' experiences and cultures.

### GLOBAL COMMUNICATOR

GISD graduates will be prepared to navigate a complex, ever-changing global society and economy via effective communication grounded in global thinking, digital literacy, and the understanding that communication includes verbal and non-verbal modes that are unique across cultures.

### CREATIVE PROBLEM SOLVER

GISD graduates will develop creative minds that solve real-world problems that we are unable to predict in an ever-changing society.

### CRITICAL THINKER

GISD graduates will develop critical thinking and curiosity about the world to foster life-long learning for themselves and service to others.

## The Profile of a JPS Graduate



describes Jackson Public Schools' aspirations for each and every one of its graduates.

JPS aspires that each graduate will embody many of the qualities and achieve several of the accomplishments described below. These qualities and accomplishments fall under three competencies—Communication & Critical Thinking, Collaboration & Citizenship, and Content Mastery & Digital Literacy—that reflect the fast-changing world in which JPS graduates will become productive citizens and compassionate leaders.



### Content Mastery & Digital Literacy

*JPS graduates always operate with a growth mindset and exhibit excellence in all they do.* Thus, they seek out and successfully complete individually challenging coursework, proficiently utilizing technology and media to do so. Content Mastery & Digital Literacy may be evidenced by:

- Successful completion of rigorous coursework (AP, IB, and higher level mathematics/science courses)
- Performance in academic competitions and extra-curricular activities (science fairs, debate, etc.)
- Ability to draw from various content areas to establish and defend a coherent point of view



### Communication & Critical Thinking

*JPS graduates connect to one another, to Jackson, and to the world in relevant ways and are active agents in creating and maintaining a positive and respectful culture.* Thus, they are active readers by choice, write effectively in multiple genres, communicate clearly, and solve problems. Communication & Critical Thinking are evidenced by:

- Successful oral presentation based on independent research or analysis
- Working proficiency in second language as evidenced by course credit, college credit, or AP score of 3 or higher, or completion of IB curriculum
- Successful completion of a substantial analytical research paper



### Collaboration & Citizenship

*JPS graduates nurture positive relationships and strive for equity.* Thus, they are team players who embrace diverse ideas, accept feedback as opportunities for growth, and advocate for the betterment of the larger community. Collaboration & Citizenship are evidenced by:

- Voter registration and working understanding of local, state, national and international political issues
- Active membership in a civic club, faith community, or service group
- Successful completion of a significant community service project

# Consider the issue of food insecurity

What skills, knowledge, and characteristics would those tasked with developing solutions need to possess?

*Individually, jot your list down in your participant guide.*

# What did the top U.S. companies say that students need?

*Top U.S. Companies: These are the skills students need post-pandemic (Ed Week Special Report, March 2021)*



# What did the top U.S. companies say that students need?

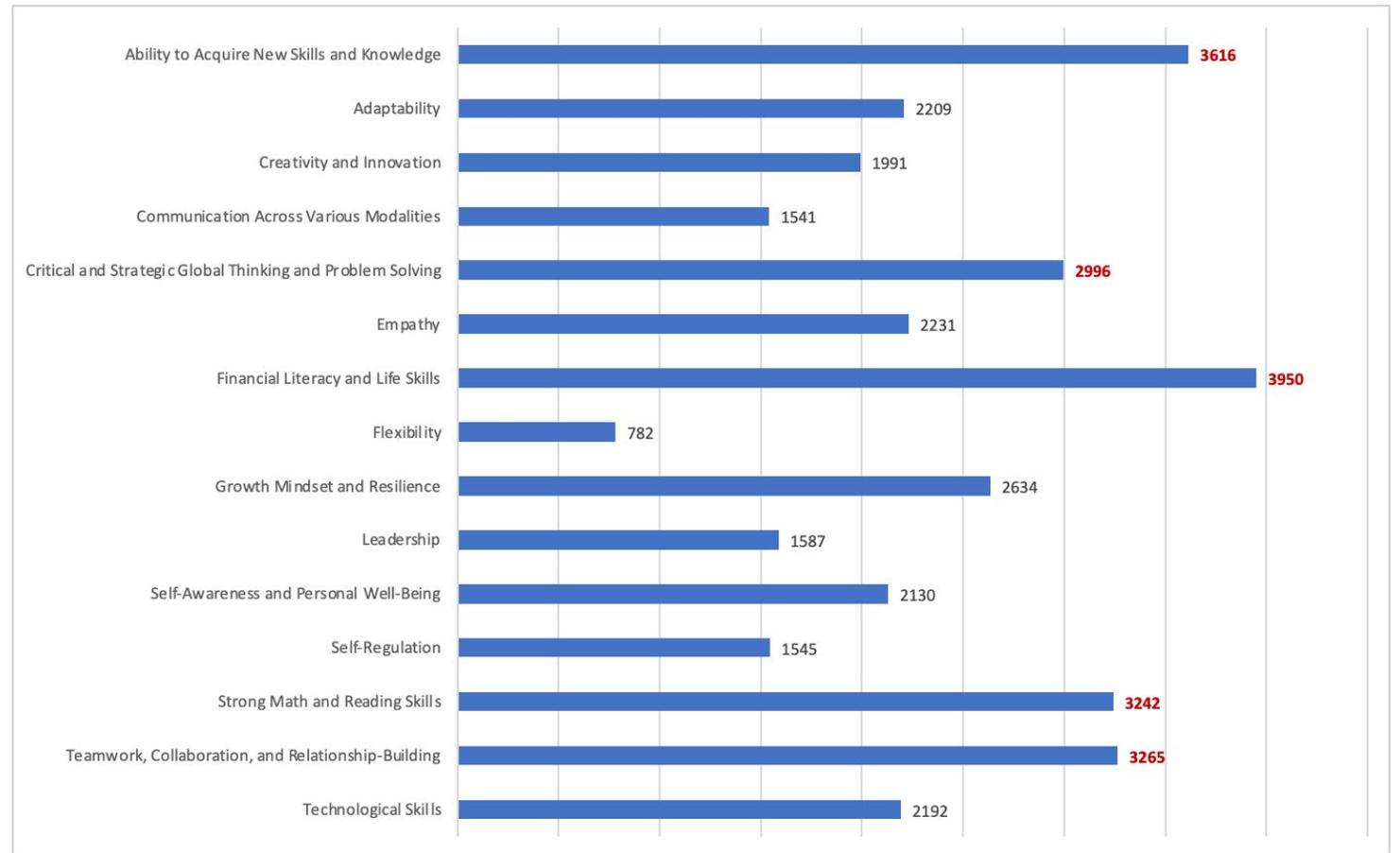
- Ability to Acquire New Skills and Knowledge
- Creativity and Innovation
- Communication Across Various Modalities
- Critical and Strategic Global Thinking and Problem Solving
- Empathy
- Flexibility
- Growth Mindset and Resilience
- Self-Awareness and Personal Well-Being
- Self-Regulation
- Teamwork, Collaboration, and Relationship-Building
- Technological Skills

*Top U.S. Companies: These are the skills students need post-pandemic  
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# What characteristics, skills, or competencies do you believe are essential for the future success of AACPS graduates?

*7911 adult stakeholder responses*

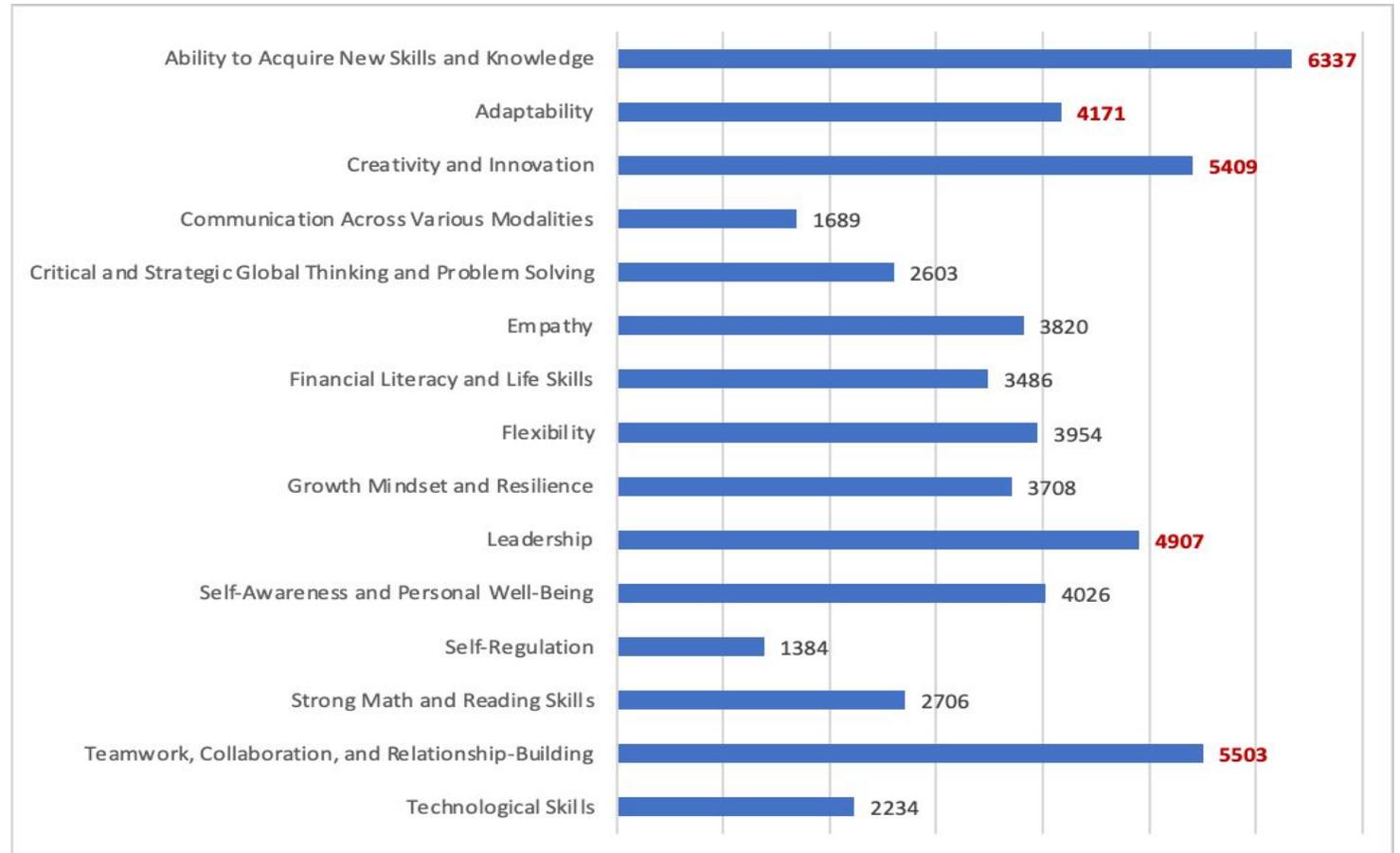
- Financial Literacy and Life Skills (3950)
- Ability to Acquire New Skills and Knowledge (3616)
- Teamwork, Collaboration, and Relationship-Building (3265)
- Strong Math and Reading Skills (3242)
- Critical & Strategic Global Thinking/Problem Solving (2996)
- Growth Mindset and Resilience (2634)
- Empathy (2231)
- Adaptability (2209)
- Technological Skills (2192)
- Self-Awareness and Personal Well-Being (2130)
- Creativity and Innovation (1991)
- Leadership (1587)
- Self-Regulation (1545)
- Communication Across Various Modalities (1541)
- Flexibility (782)



# What characteristics, skills, or competencies do you believe are essential for the future success of AACPS graduates?

13364 student stakeholder responses (6-12)

- Ability to Acquire New Skills and Knowledge (6337)
- Teamwork, Collaboration, and Relationship-Building (5503)
- Creativity and Innovation (5409)
- Leadership (4907)
- Adaptability (4171)
- Self-Awareness and Personal Well-Being (4026)
- Flexibility (3954)
- Empathy (3820)
- Growth Mindset and Resilience (3708)
- Financial Literacy and Life Skills (3486)
- Strong Math and Reading Skills (2706)
- Critical & Strategic Global Thinking/Problem Solving (2603)
- Technological Skills (2234)
- Communication Across Various Modalities (1689)
- Self-Regulation (1384)



# What characteristics, skills, or competencies do you believe are essential for the future success of AACPS graduates?

## Adult / Student Response Comparison

Financial Literacy and Life Skills (3950)

Ability to Acquire New Skills and Knowledge (3616)

Teamwork, Collaboration, and Relationship-Building (3265)

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### Adults

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### Students

Ability to Acquire New Skills and Knowledge (6337)  
Teamwork, Collaboration, and Relationship-Building (5503)  
Creativity and Innovation (5409)  
Leadership (4907)  
Adaptability (4171)  
Self-Awareness and Personal Well-Being (4026)  
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Technological Skills (2234)  
Communication Across Various Modalities (1689)  
Self-Regulation (1384)

# Portrait of a Graduate

Based on the lists that you initially generated, coupled with the survey results. ***What are the top 6 characteristics, traits, or competencies that you believe are most important for AACPS graduates to embody as they enter adulthood?***

***Discuss in your groups and add to the 'Reporter Packet' when you come to consensus.***

# Possible Portrait Categories

Anne Arundel County Public School students will graduate empowered with the competencies of:

- **Lifelong Learning and Adaptability:** Graduates should be able to acquire new skills and knowledge throughout their lives, adapt to changing circumstances, and embrace lifelong learning as an essential part of their personal and professional growth.
- **Effective Communication and Collaboration:** Graduates should possess strong communication and collaboration skills, enabling them to work effectively with diverse individuals, express their ideas clearly, and contribute meaningfully to group projects and endeavors.
- **Critical Thinking and Problem-Solving:** Graduates should be able to think critically, analyze information, solve problems creatively, and make informed decisions. They should be able to approach challenges with a strategic mindset and develop innovative solutions.
- **Financial Literacy and Life Skills:** Graduates should be financially literate, able to manage their finances responsibly, and make informed financial decisions. They should also possess essential life skills, such as self-management, time management, and conflict resolution.
- **Creativity and Leadership:** Graduates should be able to think creatively, generate new ideas, and contribute to innovation. They should also develop leadership skills, enabling them to inspire, motivate, and guide others towards achieving common goals.

# Portrait of a Graduate - Narrowing

## Step 1: Individual reflection (2 minutes)

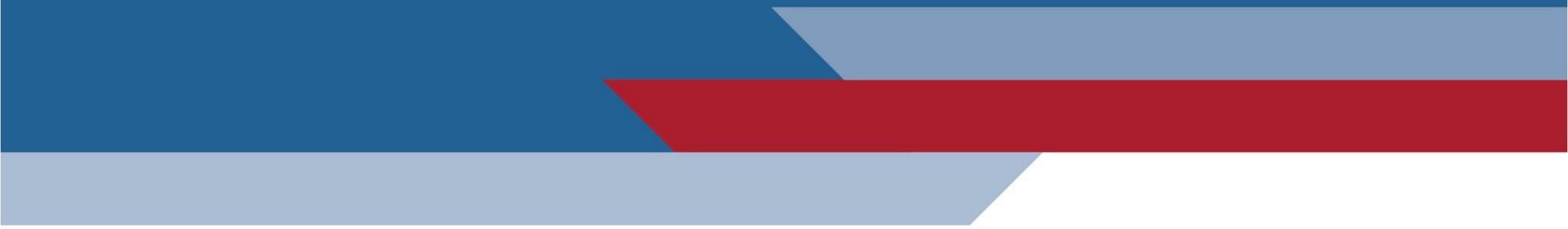
- Are the possible categories aligned with your thinking? If not, which one(s) would you eliminate or replace? If you replace, what would you add?

## Step 2: Group Consensus (8 minutes)

- As a group, choose one of the following options and make note of it in your recorder packet:
  - Adopt the Top 5, OR
  - Replace 1 of the 'Top 6' with another attribute, trait or characteristic.
    - Which did you replace and with what?

# Vision

Describes what the district hopes to achieve or be in the future.  
It should be both inspirational and aspirational.



# Key Ingredients of a Vision

## 1 – The output

When you define what you do as an outcome, you start to transform your product or service into a benefit. Vision statements that talk about benefits are far more inspiring than those that talk about the service or product itself.

## 2 – The twist

Your vision statement needs a unique selling point. This is a key ingredient in helping you bring focus and inspiration to your vision.

## 3 – The quantification

With no possible end in sight (or a totally unrealistic one), the initial inspiration derived from a great vision can turn to frustration. Give yourself a goal to assess progress against but it doesn't have to be numeric.

## 4 – The human connection

Include something that makes people conjure a specific mental image when they read your vision statement.



# Sample Vision with Key Ingredients

1 – The output

2 – The twist

3 – The quantification

4 – The human connection

Producing and selling **locally sourced cakes and pies** that are so delicious and satisfying that **every customer who leaves our store** does so **with a smile**.

# Let's play a game

1. "Making the best possible ice cream, in the nicest possible way."
  2. "To provide access to the world's information in one click."
  3. "To establish \_\_\_\_\_ as the premier purveyor of the finest coffee in the world while maintaining our uncompromising principles while we grow."
  4. "Our vision is to be earth's most customer-centric company, where customers can find and discover anything they might want to buy online."
  5. "We will help people live longer, healthier, happier lives."
  6. "To reduce human trauma and economic costs associated with automobile accidents."
- 

# Let's play a game

1. **Ben and Jerry's**-“Making the best possible ice cream, in the nicest possible way.”
  2. **Google**-“To provide access to the world's information in one click.”
  3. **Starbucks**-“To establish \_\_\_\_\_ as the premier purveyor of the finest coffee in the world while maintaining our uncompromising principles while we grow.”
  4. **Amazon**-“Our vision is to be earth's most customer-centric company, where customers can find and discover anything they might want to buy online.”
  5. **CVS**-“We will help people live longer, healthier, happier lives.”
  6. **Progressive**-“To reduce human trauma and economic costs associated with automobile accidents.”
- 

# District Sample Statements

**Granite City**-*Empowering lifelong learners, critical thinkers, and responsible citizens through innovation and community support to reach their potential.*

**Ferguson-Florissant**-*All learners graduate believing that anything is possible and prepared to realize those possibilities.*

**Milford School District**-*Milford School District students will be prepared with the attributes, knowledge, and skills to fulfill their life pursuits.*

**Guilford County**-*Transforming learning and life outcomes for all students*



**“My hope and dream for  
Anne Arundel County Public Schools is...”  
*What did adults say?***

Academic Excellence

Curriculum Focus

Preparation for Responsible Adulthood

Teacher Support

Individualized Learning / Student-centered Education

Equal Opportunities and Access

Parental Involvement

Community Engagement

Continuous Improvement

Inclusivity and Equity



# “My hope and dream for Anne Arundel County Public Schools is...”

## What did adults say?

**Academic Excellence:** Desire for top academic performance nationally and statewide, emphasizing literacy, math skills, and a 100% graduation rate.

**Safety and Well-being:** Strong emphasis on safety, aiming for zero violence incidents, and providing secure learning environments. Implementation of sensory stimulation classrooms to address behavioral issues and comprehensive mental health support for students and staff.

**Curriculum Focus:** Ensure that fundamentals such as reading, math, science, and history are well covered and that students are engaged in deep exploration of meaningful and relevant content.

**Preparation for Responsible Adulthood:** Focus on preparing students for responsible adulthood, emphasizing practical life skills, individual growth, and implementing financial literacy and global readiness into the curriculum. Additional emphasis on critical thinking, preparing students for real-world challenges, and recognizing the importance of developing productive citizens with ethical values. Empowering students to take charge of their future, thrive academically, and pursue their dreams / chosen paths.

**Teacher Support:** Recognition of the importance of fair pay, benefits, and support for teachers, along with respecting and valuing them as professionals.

**Individualized Learning / Student-centered Education:** Tailoring education to individual needs, promoting empathy, and recognizing individual growth as a measure of success. Prioritization of meeting the needs of students and fostering a love for learning. Desire for adaptive and nurturing environments tailored to unique learners.

**Equal Opportunities and Access:** Hope for an environment where every child has an equal chance to thrive, with access to top opportunities

**Parental Involvement:** More involvement from parents, improved communication, and active engagement of and by parents in the education process.

**Community Engagement:** Desire for schools to be supportive, engaged, and welcoming environments. Envisioning schools as centers of communities, providing essential services.

**Continuous Improvement:** Desire for ongoing enhancements and growth in education quality, including a reduction in class sizes for better learning experiences.

**Inclusivity and Equity:** Striving for equity, inclusivity, and equal treatment for all students, ensuring diverse learning options and fostering an inclusive community.

**“My hope and dream for  
Anne Arundel County Public Schools is...”  
*What did students say?***

**Academic Success**

**High Quality, Individualized Education**

**Comprehensive Career and Life Preparation**

**Improved Learning Environment**

**Enhanced School Environment**

**Student Involvement and Empowerment**

**Safety and Well-Being**

**Focus on Mental Health**

**Inclusive Environment**

**Access to Resources and Opportunities**



# “My hope and dream for Anne Arundel County Public Schools is...”

## What did students say?

**Academic Success:** Focus on academic success and high graduation rates. Support students in reaching their full potential and accomplishing their goals. Provide flexibility in learning and encourage success and achievement for all students.

**High Quality, Individualized Education:** Desire for education that empowers students to reach their full potential, fosters a love for lifelong learning, and provides the necessary skills for success in college and/or career. Engaging and inclusive learning environments, where different learning styles are accommodated, and classes are interesting and relevant. More class options and opportunities.

**Comprehensive Career and Life Preparation:** Hope to learn better education skills, including strategies to prevent feeling overwhelmed. Revision of the curriculum to better prepare students for real-world challenges with an emphasis on practical education such as financial literacy, job preparation, and skills for adult life.

**Improved Learning Environment:** Better student-teacher involvement, more engaging teaching methods, and an emphasis on better technology and interactive learning. Creating a learning environment that caters to the needs of all students, including advanced classes and proper guidance.

**Enhanced School Environment:** Ensuring all students learn in clean and well-maintained facilities. Better school facilities, including cleaner bathrooms, improved lunch options, and upgraded buildings. Desire for more resources, such as better technology, advanced learning tools, and improved internet connectivity.

**Student Involvement and Empowerment:** Advocacy for a greater student empowerment. Desire for respectful and meaningful communication with students, avoiding collective punishment, and promoting student voices in decision-making processes.

**Safety and Well-Being:** Desire for safer schools, free from threats and violence with fewer incidents of bullying, and better mental health support. Provide an environment where everyone feels secure and respected.

**Focus on Mental Health:** Prioritization of student mental health, well-being, and stress management. Safe and supportive environment that addresses mental health issues and provides resources to help.

**Inclusive Environment:** Desire for a safe and discrimination-free environment. Promotion of acceptance, understanding, and inclusion. Want everyone to receive the education they deserve and need. Emphasis on the importance of inclusivity and equal treatment.

**Access to Resources and Opportunities:** Desire for more opportunities, whether it's in the form of extracurricular activities, field trips, or access to resources that help them succeed in various areas, including academics and future careers. Emphasis on allocating adequate resources to support struggling students and provide opportunities for advanced students. Emphasis on providing equal education opportunities and resources for all students.

# Listening and Learning Tour takeaways

From November 2022 through January 2023, Dr. Mark Bedell hosted 16 Listening and Learning Tour sessions at schools across the county. Participants were asked to discuss what they thought AACPS does well, what they would like to see AACPS do better or eliminate, and what new things they would like to see in AACPS.

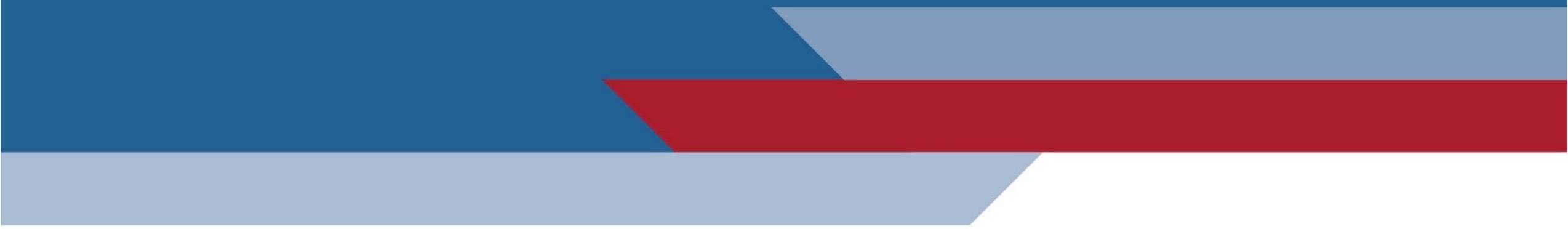


# Vision Statement Drafting

- In small groups, discuss what you notice about the vision statements and the language identified by the community. Also, discuss what you found compelling.
- Using the language identified by the community, draft a 1 sentence vision statement (*less than 15 words*) that you will share with the members of your group. Add the statement to chart paper.

# Mission

Articulates what is unique about who the district is, what the district does, and who the district serves.



# Mission Statement

Describes what is  
unique about  
**who we are**

Describes what is  
unique about  
**who we serve**

Describes what is  
unique about  
**what we do**

# Sample Mission Statements

**Sample 1:** We ensure success by inspiring students and addressing barriers to learning.

**Sample 2:** We develop scholars through world-class learning experiences to attain an exceptional knowledge base, critical and relevant skill sets, and the necessary dispositions for great success.

**Sample 3:** Ensure that every school guarantees that students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

How well does each mission describe what is unique about:

- Who the district is?
- Who they serve?
- What they do?

# Sample Mission Statement

Waukee Community Schools is a rapidly growing and increasingly diverse school district. We believe every individual's unique background and culture enhance our schools. By focusing on the joy of learning and growth for everyone, we create a dynamic work environment for our staff while engaging our students, families and the community through innovative educational experiences.

How well does this mission describe what is unique about:

Who the district is?

Who they serve?

What they do?

# Mission Brainstorm

Individually complete the Mission Brainstorm survey, answering the three questions about AACPS:

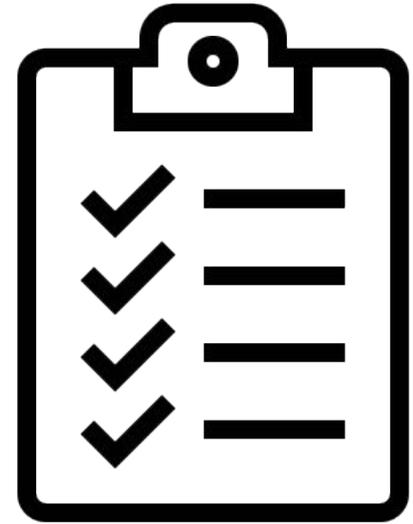
- What is unique about who we are?
- What is unique about who we serve?
- What is unique about what we do?

# Questions?

# Next Steps

## Steering Committee Meeting #3

- Thursday, December 14, 2023  
Meade Middle School
- Focus
  - Review and Refine Foundational Language
  - Survey Data
  - Priorities
  - Blueprint Alignment



# Thank you for your feedback!



I appreciate...



I wish...



I wonder...

Take a moment to respond to one or more of the stems as you reflect on the session tonight or the strategic planning process.