

2024-2029 Strategic Plan Steering Committee

Meeting #4
February 6, 2024
Crofton High School

Enjoy dinner, music, and the
company of your colleagues!

We will begin shortly.



[Link to Slide Deck](https://bit.ly/AACPSSC4)
<https://bit.ly/AACPSSC4>



Welcome!

Dr. Mark T. Bedell
Superintendent of Schools

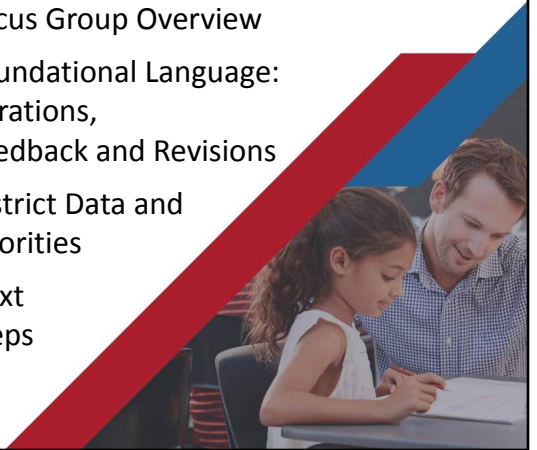


Objectives

1. Review Core Values, Portrait of a Graduate, Vision and Mission (foundational language) refinement process.
2. Examine focus group feedback and offer final suggestions on foundational language.
3. Begin to identify district priorities.

Agenda

- Welcome/Introductions
- Focus Group Overview
- Foundational Language: Iterations, Feedback and Revisions
- District Data and Priorities
- 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 or see hands raised, complete your thought and then bring your attention to the group.

Get to know your table partners

Introduce yourself to your partners and share your response to one of the following questions:

- What is your favorite time of the day? What makes that time so special to you?
- What is something that you will never do on vacation?
- What is a normal, everyday occurrence that stresses you out?
- Are you the type of person that looks up a menu in advance for a restaurant and decides what to eat or picks it when you get to the restaurant?



icebreakerqueen
Icebreaker Queen

Follow

Focus Group Overview

[Link to Slide Deck](https://bit.ly/AACPSSC4)
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Focus Groups By the Numbers

46

Total Focus Group Meetings

36 in person
10 virtual

27

Staff Groups

22 in person
5 Virtual

500+

Participants

Admin, Instructional Staff, Central Office Staff,
Satellite Staff, Support Staff, HS Students,
Parents, Community/Business

10

Parent Groups

7 in person
3 virtual

7

In-Person Sites - High Schools

5 groups/day over 2 days
Annapolis, Arundel, Chesapeake, Meade, North
County, South River, Severna Park

9

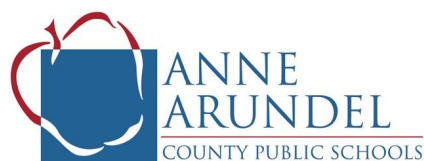
HS Student Groups

7 in person onsite
1 Virtual - ALL
1 Virtual - Special Centers

Core Beliefs

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

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<https://bit.ly/AACPSSC4>



Core Beliefs

Initial Drafts

Equity

- A. We believe celebrating diversity and fostering an inclusive learning environment where all voices are heard and valued benefits not only students, staff, and families, but the community as a whole.
- B. We believe in providing all students with the resources and support they need, closing achievement gaps, and ensuring equitable access to opportunities.

Safety

- A. We believe every student has the right to a safe and secure learning environment where their physical and emotional well being are prioritized, fostering a culture of trust and resilience in our school community.
- B. We believe in creating safe and secure learning environments where all individuals feel physically and emotionally protected.

Belonging

- A. We believe building strong relationships between students, staff, and families cultivates a sense of community.
- B. We believe in fostering an environment where all students, staff, and families feel connected, supported, and valued.

Core Beliefs

Initial Drafts

Innovation

- A. We believe rethinking traditional approaches to education creates a culture of curiosity, creativity, and collaboration where students are empowered to become independent thinkers and problem solvers.
- B. We believe in empowering our educators to develop engaging learning experiences that spark curiosity and best serve the needs of our students.

Integrity

- A. We believe a focus on honesty, transparency, and accountability fosters trust and a sense of responsibility among our school community.
- B. We believe in holding ourselves accountable, ensuring fairness and responsible behavior within the school district, and engaging in open, honest communication with our community.

Respect

- A. We believe working together to create a positive and welcoming school culture can help our students - and all members of our school community - to thrive.
- B. We believe in treating all individuals with dignity and courtesy, regardless of their background, beliefs, or abilities.

Steering Committee Feedback

Key Takeaways

Simplify and consolidate

- Combine "Belonging" and "Respect" into one value.
- Reduce the total number of core values to five.

Prioritize students and academics

- Emphasize student-centered values like positive community impact and good outcomes.
- Center core values on academic excellence and quality education.

Use actionable and concise descriptions

- Shorten descriptions and focus on concrete actions.
- Replace "we believe" with "we are committed to" for stronger ownership.

Additional considerations

- Add joy as a potential core value.
- Include opportunity in the set of values.
- Carefully define integrity and honesty to avoid ambiguity.
- Prioritize safety as the highest value.
- Empower both educators and students within the "innovation" core value.

Equity

Votes evenly split between options A & B

Safety

More votes for option B

Belonging

Many suggestions to incorporate Respect

Innovation

Many suggestions for combining parts of options A & B

Integrity

More votes for option A

Respect

Many suggestions to combine with Belonging

First Revision

Shared with Leadership Team

Belonging

We believe that genuine connections are the foundation of a successful community. We are committed to fostering strong relationships between students, staff, and families so everyone feels connected, supported, and valued.

Equity

We believe that embracing differences and providing support empowers every individual to grow towards their full potential. We are committed to celebrating diversity, fostering inclusion, and closing achievement gaps to develop a community where everyone can thrive.

Innovation

We believe in transforming education through a culture of curiosity, creativity, and collaboration. We are committed to creating classrooms where students and educators experience the joy of building knowledge together, where students are active creators and problem-solvers, and where educators are empowered to design engaging learning experiences.

Integrity

We believe honesty, transparency, and accountability foster trust and mutual respect. We are committed to engaging in open, two-way communication, inviting feedback, and fostering a sense of shared ownership amongst all members of our community.

Safety

We believe that every individual has the right to feel safe and secure in our community. We are committed to creating spaces where everyone feels physically and emotionally supported as they learn, grow, and succeed.

Second Revision

Based on Leadership Team Feedback

Belonging

We believe that genuine connections are the foundation of a successful community. We are dedicated to fostering strong relationships between students, staff, families, and community members so everyone feels connected, supported, and valued.

Equity

We believe that the promise of public education is for every child to succeed in school and life. To realize this promise, every child must be given resources, supports, and interventions based on the individual student's needs.

Innovation

We believe in transforming education through a culture of curiosity, creativity, and collaboration. We are committed to creating classrooms where students and educators experience the joy of building knowledge together, where students are active learners and problem-solvers, and where educators are empowered to design engaging and innovative learning experiences.

Integrity

We believe honesty, transparency, and accountability foster trust and mutual respect. We are committed to engaging in open, two-way communication, inviting feedback, and fostering a sense of shared ownership for positive student outcomes amongst all members of our community.

Safety

We believe that every individual needs to have a sense of safety and security in our community. We are committed to creating these conditions so that everyone is physically and emotionally supported as they learn, grow, and succeed.

Focus Group Feedback

Key Takeaways

Overall, participants were supportive of the proposed core beliefs and felt that they were important for creating a successful school environment. There was also some consensus that the order of the core beliefs matters.

General suggestions

- More emphasis on academics and achievement
- Ensure implementation and accountability of beliefs
- Language simplified and made more concrete.
- Greater transparency and community involvement in the development and implementation of the core beliefs.

Belonging

- The most mentioned and popular core value.
- Suggestion to broaden the description to include relationships and community, ensuring everyone feels connected and supported.

Safety

- Like that it includes both physical and emotional safety.
- Suggestion to include mental health and respect for diversity.

Equity

- Like focus on meeting the individual needs of all students.
- Suggestion to make the description more specific and actionable, addressing resource disparities and ensuring equal opportunities for all students.

Innovation

- Mentioned less, but like encouraging creativity and problem-solving.
- Suggestion to incorporate technology and critical thinking.

Integrity

- Like the emphasis on honesty and accountability.
- Suggestion to emphasize mutual respect, transparency, and accountability at all levels, including the Board and administration.

Third Revision Based on Focus Group Feedback

Core Beliefs

In order to ensure that we are creating an environment built on the promise of academic excellence and social-emotional growth, we must take action through the following core beliefs.

Belonging

We believe that genuine connections are the foundation of a successful community. We are committed to fostering strong relationships between students, staff, families, and community members so everyone feels connected, supported, and valued.

Equity

We believe that the promise of public education is for every child to succeed in school and life. We are committed to maximizing every student's academic growth and social-emotional well being by providing access to rigorous learning, enriching resources, and tailored support based on individual student's needs.

Innovation

We believe in transforming education through a culture of curiosity, creativity, and collaboration. We are committed to fostering tech-infused, joyful classrooms and schools where students are challenged to think critically and solve problems by educators who are empowered to design engaging experiences that nurture curiosity.

Integrity

We believe honesty, transparency, and accountability foster trust and mutual respect. We are committed to open, two-way communication between administration, staff, students, and families, inviting feedback and fostering a sense of shared responsibility for student academic success and personal growth.

Safety

We believe that every individual needs to have a sense of physical, social-emotional and mental safety and security in our community. We are committed to fostering a culture of well-being where individuals have access to resources and support that enable them to learn, grow, and succeed.

Core Beliefs Reflection

As a group, reflect on the Core Beliefs and accompanying draft descriptions. Consider the following in your conversations:

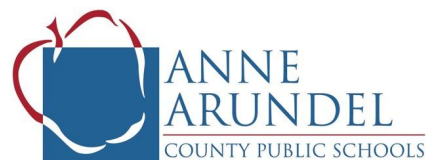
- Where is there overlap between the Core Beliefs and/or descriptions?
- What might be missing?
- What key words and phrases are essential to keep?

In the 'Reporter Packet', add any final considerations for the district.

Portrait of a Student

Illustrates the characteristics, traits, and attributes that the community would like AACPS students to have and develop

[Link to Slide Deck](https://bit.ly/AACPSSC4)
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Portrait of an AACPS Student Initial Steering Committee Drafts

Ability to Acquire New Skills & Knowledge	<p>Intellectual Curiosity: Our students will graduate ready to be creative, curious, and innovative problem solvers in our communities. (combines with and eliminates “creativity & innovation”)</p> <p>Lifelong Learner: Exposure to information ignites students’ curiosity and motivates them to acquire new skills and knowledge.</p> <p>Resourceful Learner: An AACPS student is adept at navigating dynamic and ever-evolving landscapes, demonstrating intellectual curiosity, adaptability, who seeks opportunities for growth and embraces challenges as pathways to continuous improvement.</p>
Teamwork, Collaboration, and Relationship-Building	<p>I am equipped with the interpersonal skills to cultivate relationships that will create opportunities for my future projects and endeavors</p> <p>Effective Collaborator: I form relationships and work with diverse groups of people to achieve common goals.</p> <p>Synergetic: AACPS students are known for their ability to seamlessly navigate complexities, and build meaningful relationships, making them effective team players and community contributors in an interconnected global society.</p>

Portrait of an AACPS Student

Initial Steering Committee Drafts

Critical & Strategic Global Thinking / Problem Solving + Analytical Skills	<p>I am equipped with the competencies and skills needed to navigate today's interconnected communities.</p> <p>Strategic thinker: Students will use information, resources, and experiences to analyze and problem solve in order to make sound decisions.</p>
Creativity & Innovation	<p>Inquiry & Innovation: Graduates are empowered through spaces of inquiry and exploration to embrace challenges as opportunities, cultivating a mindset that fuels continuous learning and problem solving.</p> <p>Curious: Open minded leaders who seek to better understand their world and grow their knowledge. (Group notes this could then eliminate "ability to acquire new skills and knowledge")</p> <p>Innovative thinker: Students will be inspired to use creative thinking that will allow them to reach their life goals and be an asset to their community.</p> <p>I thrive in an environment that ignites curiosity, empowers exploration, and fosters a love of learning so that I'm ready to tackle challenges and build a better future for myself and my community.</p>

Portrait of an AACPS Student

Initial Steering Committee Drafts

Empathy	<p>(from Chapel Hill) I demonstrate sensitivity, concern, and respect for the experiences and feelings of others.</p> <p>Empathetic Citizen: I demonstrate sensitivity, concern, and respect for the experiences and feelings of others to better the community.</p>
Financial Literacy & Life Skills	<p>Graduates are equipped with the knowledge and skills necessary to make informed decisions, fostering responsible citizenship and empowering them to navigate the complexities of the modern world.</p> <p>AACPS students will have the necessary knowledge and tools to be financially literate.</p> <p>Students are exposed to experiences, information, and skills which lead to self-sufficiency, economic stability, and quality of life that leads to upward mobility.</p> <p>I prosper in an environment that equips me with knowledge, skills, and critical awareness, empowering me to navigate the complexities of the modern world as a responsible citizen.</p>
Thriving (new)	Physically, mentally, emotionally, spiritually, financially, and socially well.

First Revision

Shared with Leadership Team

Effective Collaborator: I form meaningful relationships, communicate effectively, and work with diverse groups of people to achieve common goals.

Critical Thinker: I use information, resources, and experiences to weigh opinions, solve problems, and navigate challenges.

Curious Learner: I ask questions, explore ideas, and embrace new opportunities so I can understand the world and build a better future.

Empathic Community Member: I demonstrate sensitivity, concern, and respect for the experiences and feelings of others to better the community.

Future Ready Citizen: I have the knowledge, skills and understanding needed to plan effectively for my future.

Second Revision

Based on Leadership Team Feedback

Effective Collaborator: I form meaningful relationships, communicate effectively, and work with diverse groups of people to achieve common goals.

Critical Thinker: I use information, various resources, different perspectives, and experiences to weigh opinions, solve problems, and navigate challenges.

Curious Learner: I ask questions, explore ideas, and embrace new opportunities so I can understand the world and build a better future.

Empathic Community Member: I demonstrate sensitivity, concern, and respect for the experiences and feelings of others to better the community.

Future Ready Citizen: I have the knowledge, skills and understanding needed to plan effectively for my future.

Focus Group Feedback

Key Takeaways

Overall, participants liked the proposed Portrait of an AACPS Student, with one participant sharing that “they nailed it with this one.” Conversation around improvement often focused on “Future-Ready” and what exactly the district envisions. There was also discussion that future-ready is the desired end state for all students.

Likes/positives

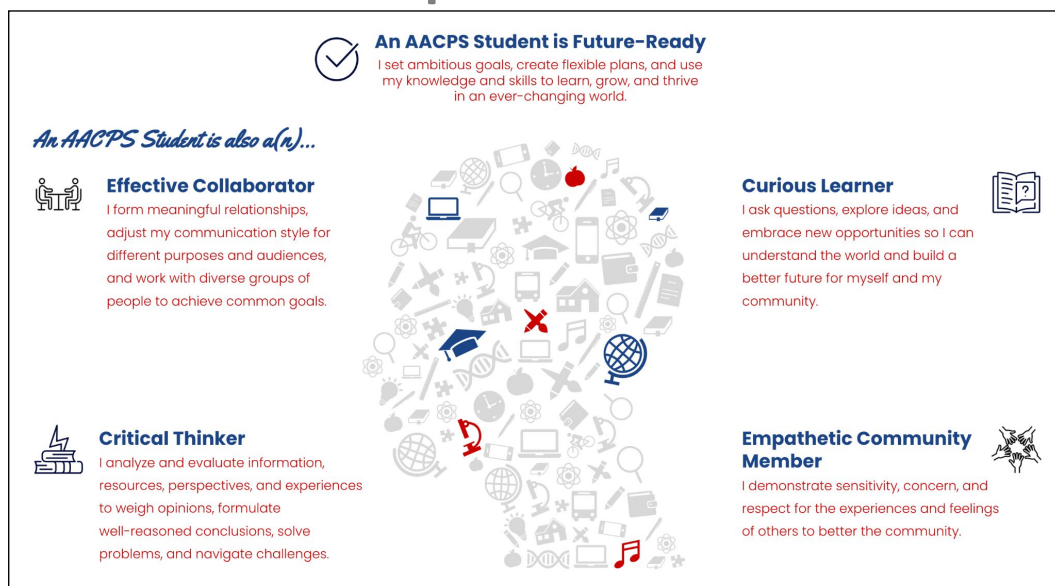
- Defines skills and character traits valuable in the workforce and life in general.
- First-person language, succinct wording, and clear descriptions.
- Accessible and easier for schools to adapt.
- Resonates with students, parents, teachers, and the community.
- Aligns with the core beliefs of the school system.
- Outlines the development of the whole child, beyond just academics.
- Strong support for including empathy, collaboration, and critical thinking as key attributes.

Suggestions

- Include explicit focus on academics.
- Ensure the portrait translates into real action.
- Language and goals must be inclusive of all students' backgrounds and needs.
- Potential disconnect between the desired outcome and current curriculum.
- Current school system, including districting, may hinder achieving the goal of diverse learning environments.
- Incorporate Self-Reliance and Personal Accountability
- Make description of Future-Ready more specific.
- Empathic to Empathetic.
- Avoid use of word “citizen” as not all students are or will be.

Third Revision

Based on Focus Group Feedback



Portrait of an AACPS Student Reflection

As a group, reflect on the final revised version of the Portrait of an AACPS Student. Consider the following in your conversations:

- What might be missing?
- What key words and phrases are essential to keep?

In the 'Reporter Packet', add any final considerations for the district.

Vision

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

Vision Statement Initial Drafts

1. Empowering confident learners to thrive in all aspects of life and make a positive impact in their communities.
2. Building confident and responsible through individualized learning, comprehensive preparation, and a supportive community.
3. Equipping all students for personal success with equitable access, dedicated educators, and a focus on well-being and future-ready skills
4. Preparing individual learners to thrive in a safe, inclusive environment while fostering academic excellence and empowering responsible citizens for future success.
5. Together, we equip students with personalized learning, future-ready skills, and a passion for lifelong success.

Vision

Steering Committee Feedback Key Takeaways

- No clear consensus on a single best option
 - Both options 1 and 4 were well-received; merge the strengths of 1 (personal goals) and 4 (community impact).
 - There were also several new suggestions.
- Ensure the vision statement caters to both individual student goals and the success of all students.
- The vision should be inspiring and motivating, fostering a sense of possibility and agency in students.
- Consider the long-term impact of education and how students can contribute to the future.
- Emphasize the importance of community engagement and responsible citizenship.
- Keep statement clear and concise and avoid using "-ing" words at the beginning.
- Start with a strong opening like "Together, the AACPS community..." or "Empowering students to confidently navigate..."
- Incorporate "Belong. Grow. Succeed."

New Suggestions

- Together, the AACPS community fosters belonging and growth to achieve success for all.
- Empowering students to thrive with a passion for lifelong learning, creativity, and curiosity.
- AACPS equips students with future-ready skills to make an impact on their communities.
- Empowering students to thrive in all aspects of life (build confidence), make a positive impact in their communities, and develop a passion for lifelong intellectual curiosity.
- Empower confident learners through equitable access so they thrive in all aspects of life and make a positive impact in their communities.
- We exist to empower learners to be confident through personalized instruction, fostering innovation for academic excellence and positively impact the community.

First Revision Shared with Leadership Team

Option 1:

Together, the AACPS community fosters belonging and growth to achieve success for all.

Option 2:

Together, we empowers individuals to grow and flourish in a community built for shared success.

Second Revision Based on Leadership Team Feedback

Together, we create the conditions for belonging and significance that empower all members of the community to grow and flourish in an environment built for shared success.

Focus Group Feedback Key Takeaways

Overall, the vision was the least well-received component presented. While some appreciated the focus on belonging, empowerment, and collaboration, others felt it lacks clarity and academic purpose. A handful of respondents picked up on the incorporation of the district slogan, "Belong. Grow. Succeed."

Positives

- *Belonging* and *empowerment* were the most frequently mentioned positive aspects, with many appreciating the focus on creating a welcoming and supportive environment where everyone feels valued.
- *Shared success* emphasizes collaboration and achieving goals together.
- Some interpreted the phrase, *creating the conditions for success* as an acknowledgement of the school's role in fostering an environment that enables positive outcomes.
- Focused on community - includes all members of the community, encompassing students, staff, and potentially others

Suggestions

- Add a specific mention of academic excellence and/or learning outcomes.
- Words like "conditions," "significance," and "flourish" are seen as open to interpretation and lacking concrete meaning. One parent said, "Vague is okay for a vision statement. Vague and subjective is not."
- Clarify who the vision encompasses. There were questions around whether it refers to all members of the community or specifically focuses on students, staff, and parents.
- Use simple and concise language.
- Eliminate passive voice.
- Language is overly generic and lacking a sense of originality or connection to AACPS.
- Consider using language that is more student-centered and specific to the unique needs of the AACPS school community.

Third Revision Based on Focus Group Feedback

Option 1

Together, we create a school community where everyone belongs, equipping students and staff with the resources they need to grow, and empowering them to succeed individually and collectively.

Option 2

Cultivating a diverse school community where everyone belongs, grows, and succeeds.

Vision Statement Reflection

As a group, reflect on the revised Vision statements. Consider the following in your conversations:

- Is there a statement you like more? Why?
- What might be missing?
- Are there any key words or phrases that you don't want to lose?

In the 'Reporter Packet', add any final considerations for the district.

Mission

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

Mission Statement

Initial Steering Committee Drafts

AACPS provides a positive learning environment for all. (This is inclusive of students, families, staff, etc.)

Empowering Minds, Building Futures: In our large and diverse district, we are a united team of collaborative, dedicated educators, featuring State and nationally recognized teachers and staff. comprising smaller, close knit communities, we go beyond traditional education. We strive to educate not only our students, but also families and staff, fostering a culture of continuous learning. Our mission is to empower every member of our community to reach their full potential, serving and celebrating the talents of our diverse student body (JW edit suggestion: community).

AACPS will provide every student with the opportunity to achieve positive life outcomes through student-centered, evidence-based, developmentally appropriate strategies. (Note from group: further description needs to unpack that student-centered and developmentally appropriate includes safety.)

AACPS is a strong, diverse community committed to creating a positive learning environment for all learners and empowering them to reach their potential and be successful, well rounded members of society.

Mission Statement

Initial Steering Committee Drafts

A team of collaborative, dedicated, and committed leaders that build a strong, positive, inclusive learning environment and community.

To provide all students with experiences and opportunities that foster world-class learning and thinking that cultivates curiosity.

To provide all students with an inclusive, world-class learning and thinking experience that cultivates curiosity to apply skills to innovate and design solutions for global challenges and future ready, lifelong learners.

A strong community celebrating diversity and inclusion through partnerships and professional development, fostering joy and personalized learning to empower students, staff, and families to positively impact a global society.

A team of collaborative, dedicated employees, who are part of a strong diverse community committed to creating a positive learning environment for all.

One group noted they liked Milford's mission statement: To provide all learners a comprehensive, individualized education in a safe, supportive, rigorous environment where learners are prepared to grow and thrive in a global society.

First Revision Shared with Leadership Team

Option 1

We ignite student curiosity through personalized learning and world-class experiences. Beyond academics, we nurture a sense of belonging by lifting up our unique experiences and fostering continuous learning. We empower every member to reach their full potential, not just for personal success, but to become confident, innovative problem-solvers who design solutions for a changing world.

Option 2

We are a diverse community united in our commitment to provide safe, supportive, and rigorous learning environments that equip students with the skills and knowledge to positively impact the world. Together, we go beyond academics, fostering joy, personalized learning, and partnerships to empower students, staff, and families to grow as future-ready, lifelong learners and changemakers.

Second Revision Based on Leadership Team Feedback

United in diversity, we are committed to providing safe, supportive, and rigorous learning environments. We go beyond academics, by sparking joy, personalizing learning, and engaging in partnerships to grow future-ready, lifelong learners, and difference makers.

Focus Group Feedback

Key Takeaways

Overall, participants responded well to the mission's hopeful tone, focus on individual needs, and emphasis on lifelong learning and social responsibility while having a variety of suggestions for improvement.

Positives/likes:

- idea of tailoring education to individual needs and interests
- recognition that education should extend beyond textbooks and tests
- emphasis on continuous learning beyond formal education
- overall sentiment of nurturing joy and encouraging students to become positive contributors to society

Negatives/dislikes:

- Downplays the importance of academics and/or gives the impression that academics are secondary.
- Terms like "united in diversity" and "sparking joy" are overly sentimental, "fluffy" or even "lofty."
- Not sure district is "united in diversity"
- Unclear meaning and measurability of terms like "sparking joy" and "difference makers"

Suggestions:

- Replace passive constructions with direct, engaging language.
- Frame the mission around the needs/aspirations of students.
- Replace "United in diversity" with "Celebrating our diverse community" or "Embracing diversity."
- Replace "sparking joy" (and avoid the Marie Kondo reference) with "fostering a love of learning and engagement" or "igniting curiosity and a passion for knowledge."
- Rephrase "personalizing learning" as "providing individualized pathways to success" or "supporting each student's unique learning journey."
- Instead of "We go beyond academics," consider "Building on a strong academic core, we..."
- Replace "difference makers" with "empowering future leaders and responsible citizens" or "cultivating lifelong learners who contribute positively to the world."
- Clarify "engaging in partnerships" to specify the types of partnerships.

Third Revision

Based on Focus Group Feedback

Option 1

We celebrate our diverse school community, creating safe, supportive, and joyful learning environments. Building on a strong academic foundation, we go beyond traditional academics. We partner with families and the community to help students discover their passions, develop their skills, and become responsible, engaged members of society prepared to make a positive impact on their communities.

Option 2

Celebrating our diversity, we build on a strong academic foundation to foster safe, joyful learning environments where students discover their passions and develop their skills. Partnering with families and the community, we empower each student to become responsible and engaged, ready to make a positive impact on the world.

Mission Statement Reflection

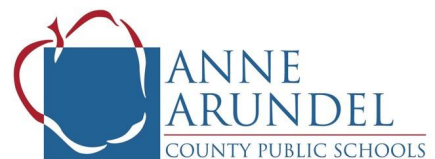
As a group, reflect on the final revised Mission statements. Consider the following in your conversations:

- Is there a statement you like more? Why?
- What might be missing?
- Are there any key words or phrases that you don't want to lose?

In the 'Reporter Packet', add any final considerations for the district.

Priorities

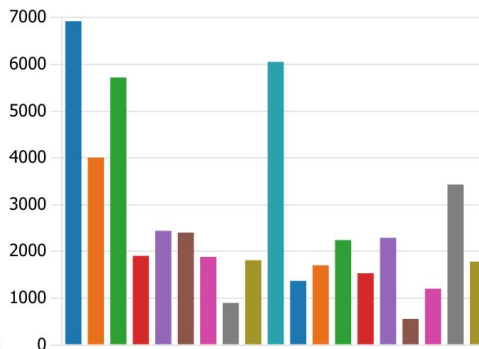
The areas of focus for the district that will serve as drivers of the strategic plan. Goals and strategies will be added next.



Mental health/social emotional ...	6925
Educational equity for all students	4008
High school readiness, college/c...	5721
Academic outcomes (student pe...	1907
Academic outcomes (student pe...	2442
Academic outcomes (student pe...	2404
Employee recruitment and reten...	1884
Opportunities for parent engag...	901
Opportunities for community/b...	1813
School safety and security	6055
Professional and career develop...	1371
Investments in technology and ...	1703
Maximizing school facilities to e...	2243
Age and maintenance of school ...	1534
School operations (e.g., scheduli...	2292
Effective and transparent fiscal p...	559
Portrait of a graduate – characte...	1205
Expanding school choice, career...	3432
Expanding Career and Technical ...	1783

Student Priorities

13,364 Responses (6-12)



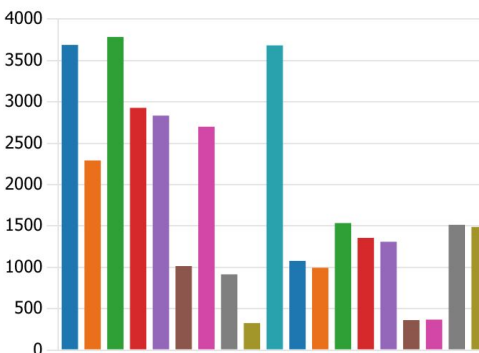
TOP TEN

1. Mental health/social emotional wellness
2. School safety and security
3. High school readiness, college/career readiness, graduation, and post-graduate success
4. Educational equity for all students
5. Expanding school choice, career programs, and access to advanced coursework
6. Academic outcomes (student performance) in math
7. Academic outcomes (stdt performance) in other areas
8. School operations
9. Maximizing school facilities to enhance the student learning experience
10. Academic outcomes (student performance) in English/reading

Mental health/social emotional ...	3689
Educational equity for all students	2292
High school readiness, college/c...	3785
Academic outcomes (student pe...	2928
Academic outcomes (student pe...	2834
Academic outcomes (student pe...	1015
Employee recruitment and reten...	2700
Opportunities for parent engag...	915
Opportunities for community/b...	326
School safety and security	3683
Professional and career develop...	1078
Investments in technology and ...	995
Maximizing school facilities to e...	1535
Age and maintenance of school ...	1356
School operations (e.g., scheduli...	1309
Effective and transparent fiscal p...	362
Portrait of a graduate – characte...	368
Expanding school choice, career...	1514
Expanding Career and Technical ...	1488

Adult Priorities

7,911 Responses (6-12)



TOP TEN

1. High school readiness, college/career readiness, graduation, and post-graduate success
2. Mental health/social emotional wellness
3. School safety and security
4. Academic outcomes (student performance) in reading
5. Academic outcomes (student performance) in math
6. Employee recruitment / retention
7. Educational equity for all students
8. Maximizing school facilities to enhance the student learning experience
9. Expanding school choice, career programs, and access to advanced coursework
10. Expanding Career and Technical Education (CTE) opportunities

Top 6th to 12th Student Priorities and Adult Priorities

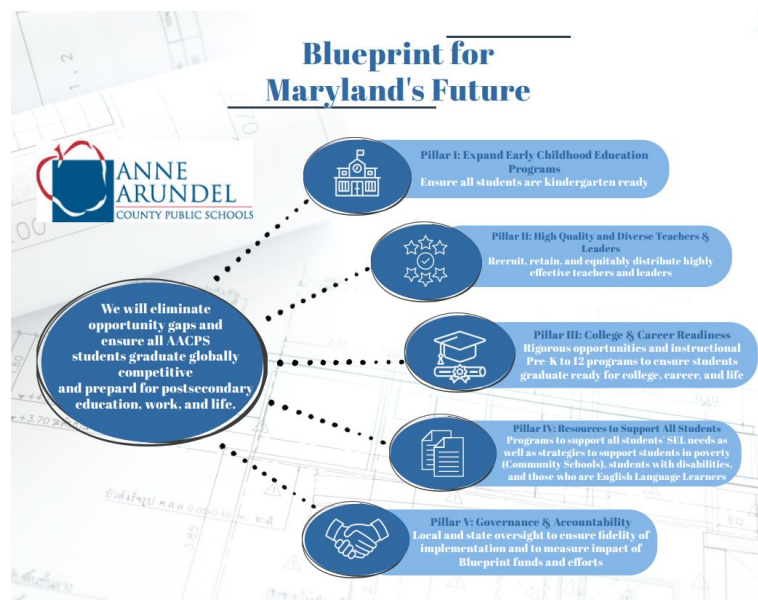
STUDENTS' TOP TEN

1. Mental health/social emotional wellness
2. School safety and security
3. High school readiness, college/career readiness, graduation, and post-graduate success
4. Educational equity for all students
5. Expanding school choice, career programs, and access to advanced coursework
6. Academic outcomes (student performance) in math
7. Academic outcomes (stdt performance) in other areas
8. School operations
9. Maximizing school facilities to enhance the student learning experience
10. Academic outcomes (student performance) in English/reading

ADULTS' TOP TEN

1. High school readiness, college/career readiness, graduation, and post-graduate success
2. Mental health/social emotional wellness
3. School safety and security
4. Academic outcomes (student performance) in reading
5. Academic outcomes (student performance) in math
6. Employee recruitment / retention
7. Educational equity for all students
8. Maximizing school facilities to enhance the student learning experience
9. Expanding school choice, career programs, and access to advanced coursework
10. Expanding Career and Technical Education (CTE) opportunities

Blueprint Pillars to Consider



Priorities Reflection

Individually, list your top 5 priorities in ranked order.

As a group, list on the 'Recorder Packet' your agreed upon top 5 priorities in ranked order.

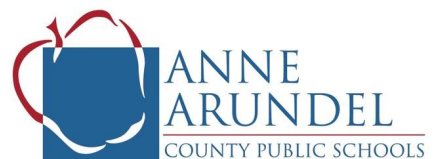
Then, identify the types of data that would help you better understand the needs within each priority area. List on the 'Recorder Packet' and add to chart paper.

Academic and Non-Academic Data

Review the slides and take note of the trends.

How should those trends be addressed in the goals and strategies of the plan?

<https://bit.ly/AACPSSCData1>



Next Steps

Steering Committee Meeting #5

- Monday, February 26, 2024
Southern High School

Homework

- Review the slide deck and take note of the trends, strengths, opportunities for improvement, and considerations for the plan.
- Bring notes to the next session.



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.

Questions?

