



# World's Best Workforce Committee

October 4, 2022



# Introductions

- Name
- Title/Role
- Building affiliation(s)
- Other connections to APS (parent, alumnus)



# Title Programs



# Title Programs

- Title I Funds
  - Title sites—Woodson, Banfield, Neveln, Sumner, Southgate, IJ Holton
  - Used to support
    - para positions at Woodson
    - Reading interventionist positions/Check and Connect position/Behavior intervention position
- Title II Funds
  - Used to support professional development
    - EL, gifted and talented, and teacher mentorship coordinator positions
- Title III Funds
  - Used to supplement EL programming (including new EL family liaison)
- Title IV Funds
  - Used to support full time social worker at kindergarten (from 0.5), Pi Academy position at IJ, and tech tools
- Parent Involvement—at site level through annual activities



# **Gifted and Talented Program Review & Mathematics Program Review**



# Gifted and Talented Program Review



Goal: help prioritize, plan, and implement gifted and talented programming that aligns with best practice research and the needs of students.

# Gifted and Talented Program Review

- November – February
- Group interviews and surveys
  - Staff, students, parents
- Findings in February 2023
  - Prioritize needs
  - Develop action plan



# K-12 Math Program Review



Lesa M. Covington Clarkson, PhD

Goal: to examine the academic services and determine the strengths, challenges, and gaps between the potential experiences and the lived experiences of its stakeholders.

# K-12 Math Program Review

- October - January
- Classroom observations, curriculum review, focus groups, interviews and achievement data review
  - Teachers and leaders
- Findings and recommendations in January 2023
  - Prioritize needs
  - Future planning



# **APS Strategic Plan— District Operational Plan**



# The Desired Daily EXPERIENCE

- In education, the Desired Daily Experience is delivered on a daily basis through a relationship between students, teachers and staff, and the family.
- In the classroom, on the bus, in the cafeteria, and gym and distance learning.
- The dynamics can change daily and represent constant variability.
- This point is supported through ELS FrameWork – Education Leadership System™





## **I AM SUPPORTED AND CHALLENGED IN MY LEARNING AND BELIEVE I WILL BE SUCCESSFUL**

- Teachers and all staff are approachable, listen and respond to my needs
- My teachers have time to talk through and help answer questions or help solve problems I have
- I am trusted to make good choices, be engaged in my learning, and held accountable but not overwhelmed

## **I FEEL THAT SCHOOL IS SAFE AND THAT SCHOOL IS CHALLENGING AND FUN**

- I am heard and respected for who I am by school staff and students
- The school and my interactions with students and staff are safe, positive and inclusive
- I enjoy coming to school every day and have time to be with friends during school
- I understand what is expected from me at school
- I am supported in my mental health needs

## **I AM AN ENGAGED LEARNER AT SCHOOL AND IN OUR COMMUNITY**

- I have a voice and choice in how and what I learn
- My learning is hands-on, meaningful, challenging and helps me prepare for my future
- My teachers like me and believe in me
- I have teachers and staff that work with me in a way that benefits all students
- I am physically comfortable in the school setting
- This school should be about me not the teachers





## I AM PART OF MY CHILD'S EDUCATION AND FEEL WELCOMED, VALUED, AND RESPECTED AS A FAMILY

- My child is physically and emotionally safe at school
- My child feels a sense of belonging at school, is cared for, and valued
- My student can voice their thoughts and ideas without being discriminated against so they continue to learn

## MY CHILD ENJOYS COMING TO SCHOOL AND IS SAFE, INCLUDED AND RESPECTED SO THEY ARE LEARNING EVERY DAY

- My child is challenged (not overwhelmed) in learning and development, listened to, and provided choice and voice in learning options
- Teachers know my child well and creates a fun, interactive approach to learning which is responsive to my child's and family needs

## I AM ENGAGED IN A PARTNERSHIP WITH MY CHILD'S SCHOOL SO I KNOW WHAT TO DO TO HELP MY CHILD CONTINUE TO GROW AND LEARN

- I will feel welcome, informed and encouraged to collaborate with the teachers and staff at the school to help my child grow
- My child's teachers, my child and myself have open communication about their academic progress, social development and well-being
- District and school information is easy to understand and easily accessible
- My child is taught the life skills necessary to be successful in whatever path they choose after high school





## **I AM SEEN, VALUED, AND RESPECTED FOR WHO I AM AND THE WORK I DO**

- I work in a collaborative not competitive environment that honors the unique strengths of each individual
- I am seen as a professional and given the flexibility and support to provide students what they need to be successful
- I am listened to, heard and know that I matter
- I have a level of freedom and innovation within reasonable parameters

## **I RECEIVE THE SUPPORT AND RESOURCES TO DO MY JOB WELL SO I AM ABLE TO CREATE A HEALTHY AND SAFE LEARNING ENVIRONMENT**

- I am a valued member of a caring, engaged, and collaborative team
- I receive constructive feedback in regards to my position so I can be the best version of myself
- I am treated with respect and fairness with reasonable expectations for work, performance, time, and employment
- I enjoy my job and have flexibility, satisfaction, and recognition

## **I WORK IN A DISTRICT THAT IS WILLING TO ADAPT AND CHANGE WHEN NECESSARY TO BEST MEET THE NEEDS OF ALL STUDENTS**

- Diversity, equality, inclusion and equity for everyone
- I have the resources and materials I need in my classroom and for families so they know what they can do to support learning at home
- There is effective communication across the district and community so staff and families have the information they need
- I have adequate training for various aspects of my job



# Theory OF ACTION

- A logic chain of reasoning that explains how change will lead to improved practices

*If we...*

are seen, valued and respected for who we are and the work we do  
are in partnership with our child's education and feel welcomed,  
valued, and respected as a family

feel safe and understand what is expected from us at school  
are held accountable but not overwhelmed in a comfortable  
learning environment

work in a district that is willing to adapt and change when necessary  
to best meet the needs of all students

know our child is challenged and has ownership in how they demonstrate growth

are stewards of the system that support our pathways for our graduates

have a voice and choice in how and what we learn

&

*...then*

**WE ARE PREPARING ALL LEARNERS  
TO MAKE A DIFFERENCE IN THE  
WORLD.**



# Mission and VISION

Our district mission (our core purpose):

**Inspire. Empower. Accelerate.**

Our district vision (what we intend to create):

**Preparing all learners to make a  
difference in the world.**



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# Strategic Priority 1: Support and resources to ensure a safe and welcoming learning environment

## **Learning Work Initiatives**

Review options for school climate assessment  
Review talent acquisition process  
Explore how to most effectively use staff evaluation results  
Review options for staff engagement/satisfaction instruments  
Grading and Reporting

## **Implementation Work Change Readiness**

StrengthsFinder work at Woodson, Neveln, Southgate, Sumner  
Criteria for hiring selection  
Teacher evaluation professional development focused on inter-rater reliability  
Review of onboarding process of all staff  
Establish threat assessment process

## **Implementation Work Change Management**

StrengthsFinder year 1 work at Community Education, IJ, Ellis, and Oakland Education Center.  
StrengthsFinder Year 2 work with DLT  
Exit interview process for separating employees  
Pilot threat assessment process

## **Standard Work Practices**

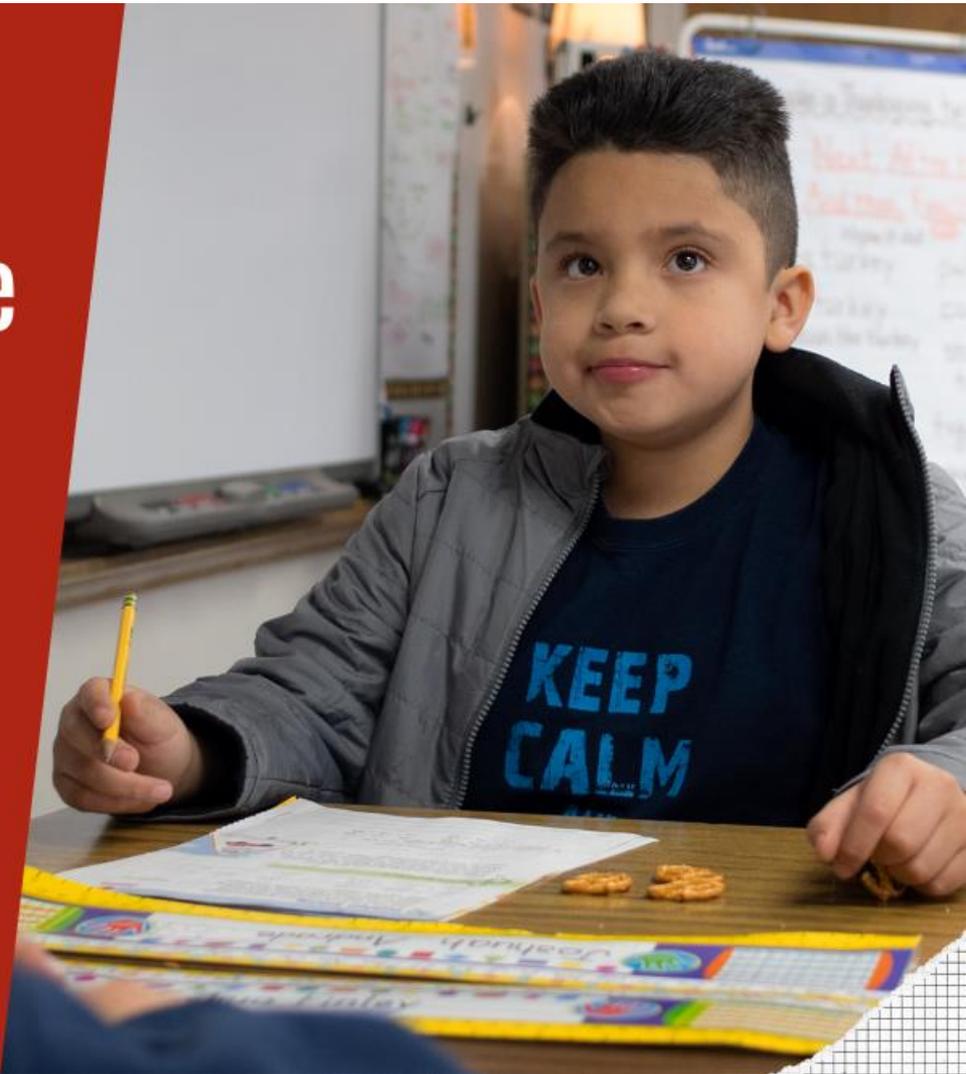
New teacher mentorship program  
Online application process for employment



# Strategic Priority 2

## The Packer Profile

- Our graduates are entering an ever-changing world filled with endless possibilities.
- To support our students in achieving their dreams after high school, we will model and develop our APS core values.
- These core values will also guide students in building their Packer Portfolio to represent their learning, experiences, and application of their preparedness beyond high school.
- The goal is to prepare all learners to make a difference in the world.



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# The Packer PROFILE

- We used surveys to determine the Desired Daily Experience for staff, students, and families.
- The community was given the opportunity to provide their shared aspirations for what it means to be an APS graduate.



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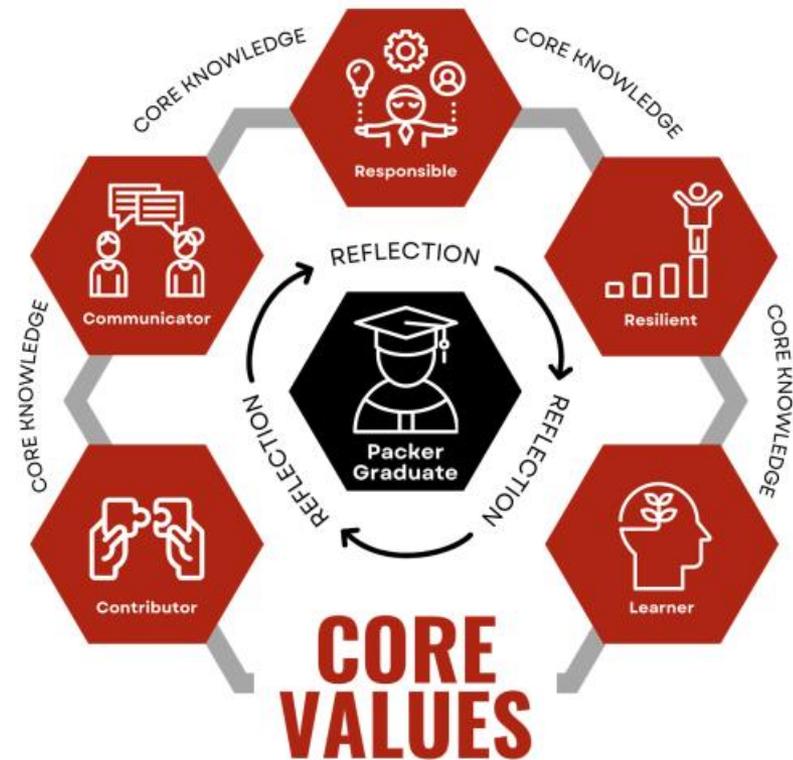


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# Core VALUES

At APS, our core values (drivers of our words and actions) are:

- Responsible: demonstrates accountability to self and others
- Resilient: develops perseverance and self-confidence
- Learner: challenges self to think critically
- Communicator: listens actively and shares learning and experiences
- Contributor: engages as a productive member of the community and global society



# THE PACKER PROFILE

The Packer Profile reflects 3 key principles to guide student experience throughout their education at Austin Public Schools:

## **CAREER PATHWAYS EXPLORATION**

Students will leverage their interests and abilities to explore future careers and educational opportunities.

## **MEANINGFUL LEARNING EXPERIENCES**

Core content and instruction will intentionally engage students in authentic learning experiences with relevance beyond APS.

## **PACKER PORTFOLIO**

Beginning with the class of 2027, students will celebrate by sharing their meaningful pathway journey and growth in the Packer Core Values through a digital portfolio with the community.



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# Strategic Priority 2: Packer Profile for all students

## Learning Work Initiatives

- APS Instructional model and teacher evaluation
- Effective PLC's
- What is the Packer Profile PK-12?
- Meaningful Learning Experiences 9-12
- "Beyond the Bell" opportunities and engagement for students

## Implementation Work Change Readiness

- Effective PLC models grounded in Equity
- Instructional model professional learning
- Curriculum alignment and articulation of formative and summative assessment
- Articulation of 5-8 career pathway connections
- Creating 9-12 Packer Portfolio experiences, plans and design

## Implementation Work Change Management

- Articulation of 9-12 Career Pathways and potential community partnerships

## Standard Work Practices

- Community partnerships in experiential learning for students
- Continue current programming to promote pathways for ALL learners (E3, Young Scholars)

# Strategic Priority 3: District-wide multi-tiered systems of supports

## Learning Work Initiatives

- Review outcome of MTSS evaluation from CAREI
- Exploration of LETRS expansion to gen ed K-2/Intervention and SPED EC
- Advance Academics analysis of programming
- What is an MTSS Team? District? Building? Who and how does this intersect with SAT? MTSS – telescope, SAT – microscope
  - Learn about what district team and building teams purpose
- PBIS alignment across buildings
- AATD Audit with CAREI
- Math Audit with U of M

## Implementation Work Change Readiness

- Establish District Team – Sept.
  - Professional Development from CAREI
  - Creation of APS MTSS plan
  - Learning and development around mindset
- Establish Building Teams – Nov. Potentially
- Early Warning System Implementation (Preparing Infinite Campus for AI Analytics installation)
- PBIS implementation at sites
- GT Audit – Discuss with WBWF- planning team formed
- Math Audit – Discuss with Math Dept. Chairs and Principals – planning team formed

## Implementation Work Change Management

- LETRS training cohort 1 (Elem SPED teachers) implementation
- Implementation of new assessment platform (Star360)
- Implementation of common Zones of Regulation components and SEL Curriculum PK-4
- Program Review and Curriculum Selection Process

## Standard Work Practices

- ADSIS interventions K-4
- Title staffing model
- SPED continuum of services

# Strategic Priority 4: Excellence in resource management

## **Learning Work Initiatives**

- Facilities Planning
- Information Systems Alignment

## **Implementation Work Change Readiness**

- Fund Balance Management
- Transportation System Alignment
- Facilities Planning

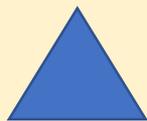
## **Implementation Work Change Management**

- Fund Balance Management
- Transportation System Alignment

## **Standard Work Practices**

- Transportation System Alignment

# Sharing and Feedback Post-its



What 3 important points did you learn?



What is something that squared or agreed with your thinking?



What is something still circling in your head?





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