

ACPS Draft Architecture

1: Engage and Challenge Every Student, Every Day

2: Hire and Retain a Diverse, Talented Team

3: Cultivate a Safe, Caring, and Inclusive Culture

4: Communicate and Engage with Our Community

Necessary Internal Conditions:

- Strengthen our division culture with a focus on collaboration and mutual accountability
- Streamline and enhance operational efficiency
- Integrate emerging technology to support innovation
- Build systems and routines to support change management
- Equitably allocate resources across the the division

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Goal 1: Engage and Challenge Every Student, Every Day

What: Deliver challenging and engaging (differentiated and rigorous) learning experiences that enable *every student* to excel and develop their critical thinking abilities and social emotional competencies.

Why: We believe that holding high expectations for all students and supporting them to meet those is essential to their success. Our data show that we are not serving all of our students well, particularly our students from traditionally underserved populations, and we know from research that more engaging, challenging instruction is necessary to do so.

How we will measure impact (metrics):

- Reduction in student opportunity gaps for priority groups
- Increase in students feeling their learning is meaningful/engaging (survey)

How we will reach our goal (strategies and potential activities):

1. Implement high-quality, culturally-relevant instructional materials with embedded social-emotional learning and equitable learning practices.
 - Enhance the written curriculum to include social emotional learning integration and equitable learning practices.
 - Student Services department collaborates with Teaching and Learning and at the school level to integrate Social-emotional learning with academic/Tier 1 interventions.
2. Support our school leaders in their instructional leadership to coach and facilitate effective collaboration among staff.
 - Focus on leadership moves (e.g., instructional coaching); leveraging PLCs (professional learning communities), walkthroughs/learning walks.
3. Invest in the development and support of our teachers to meet the needs of historically underserved groups of students.
 - Involve stakeholders in the design, implementation, and evaluation of division wide professional learning that is aligned with professional learning standards, curriculum, and strategic plan goal. (DSP)
 - Support for long term substitutes and training for them when they are in content areas especially tested subjects.
 - Professional learning specialists - providing training to our instructional coaches and cross-training others.
4. Enhance the use of real-world learning and assessment approaches to make learning more relevant for students.
 - Implementing project-based learning upskilling with leaders and early adopter teachers.
 - Implement the academy model at AHS.

Goal 2: Hire and Retain a Diverse, Talented Team

What: Recruit staff that are reflective of our student population and intentionally support and develop them so that they want to stay and are effective in their respective roles.

Why: We know that our staff are the heart of our division and their interactions with students form the foundation for our collective success. Our data show that we continue to struggle to find and keep high-quality staff in many critical positions.

How we will measure impact (metrics):

- Reduction in staff turnover rates in targeted roles
- Reduction in vacancies and long-term subs
- Increase in staff feeling valued (engagement survey)

How we will reach our goal (strategies and potential activities):

1. Ensure more efficient and coordinated talent systems, especially for hiring.
 - Establish a more integrated/collaborative approach to the full hiring process.
 - Build more self-service systems.
 - Align contract renewal & generation timelines to ensure access to the best pool of candidates.
 - Codifying operating procedures.
2. Expand innovative approaches to recruitment, including partnerships with universities and apprenticeships.
 - Establish strategic HBCU partnerships.
 - Investigate apprenticeship model for new staff.
 - Consider ways to re-envision the teaching profession to make it more flexible and sustainable.
3. Focus on retention through support, development, and recognition (including an enhanced onboarding process).
 - Reimagine and implement a more effective and user-friendly onboarding process for all staff within the first three months of their employment. (DSP)
 - Expand staff wellness initiatives - e.g., wellness champions, promoting wellness apps/tips.
 - Adding staff voice into decision-making processes (vs. one-way survey/unclear how we act on the info).
 - Revise salaries for hourly non-contracted employees to be more competitive.
 - Develop and implement a process for succession planning.

Goal 3: Cultivate a Safe, Caring, and Inclusive Culture

What: Ensure that all members of our school community feel welcome, included, and safe so that their well-being is supported through our schools.

Why: Strong relationships and connectedness are critical to the culture of our schools. Our data show that many students and families do not yet feel safe (physically or emotionally) in our schools, and we want everyone to feel included and valued.

How we will measure impact (metrics):

- Reduction in disproportionality of disciplinary actions for prioritized groups
- Increased sense of safety & belonging (student survey)
- Increase in families feeling valued in their children's schools

How we will reach our goal (strategies and potential activities):

1. Build focused systems for supporting students' social-emotional wellness, including strengthening adult-student relationships.
 - Provide systems and support (including adequate time) for adults to cultivate relationships with students.
 - Existing "System of care" conversations as part of division support plan (DSP).
 - Develop and implement plan of action to address recommendations delineated in the ongoing Social-Emotional Learning (SEL) evaluation and analysis of disaggregated Equity Climate Survey data.
2. Empower educators to support students' social-emotional development, including strengthening adult-student relationships.
 - De-escalation training for contracted security officers.
 - Enhance use of trauma-informed practices.
 - Increase utilization of positive behavior supports across schools.
3. Support schools to implement targeted family engagement efforts to reach all families.
 - Co-create action plans for each school around family engagement, with a focus on families that are traditionally underserved.
 - Improve support to admin/schools for family communication.
 - Utilize family liaisons to build capacity of teachers for family engagement.

Goal 4: Communicate and Engage with Our Community

What: Leverage the strengths of our families and broader community to build connections and partner together in support of our students.

Why: We believe that our diverse community is our strength. Our data show that we have room to grow in establishing trust, serving, and providing regular opportunities for connection with our community, and we want to be sure we are all working together to support our students.

How we will measure impact (metrics):

- Increase diversity of voices engaged in school & district decision-making
- Increase % of stakeholders reporting that they have trust in ACPS

How we will reach our goal (strategies and potential activities):

1. Collaborate with staff and families around key decisions.
 - Establish mechanism for feedback and collaboration with principals.
 - Ensure that strong feedback loops exist to collaborate regularly.
2. Communicate proactively and transparently with staff and families.
 - Improve communications about division operations with families and staff.
 - Enhance use of Zoom platform for engaging family webinars/workshops.
3. Enhance customer service across the division.
 - Establish clear standards for customer service across the division and train people/hold accountable.
 - Celebrate exemplary customer service across the division.
4. Engage the broader Alexandria community in support of our students.
 - Tiered partnership model to support the division and Academies at ACHS (with community and business partners).

Necessary Internal Conditions

What: Ensure that our division is working collaboratively in pursuit of our identified goals (above), in a way that is efficient and effective.

Why: We know that our internal division culture and operations are critical to the success of our identified goals. There is room for growth across the integration and efficiency of our facilities and operations into the academic

How we will measure impact (metrics):

- Increase % of division staff indicating they have what they need to effectively do their job.
- Increase overall “return on investment” for key programs/initiatives

How we will reach our goal (potential conditions):

1. Strengthen our division culture with a focus on collaboration and mutual accountability.
 - Create opportunities for relationship building that are not meeting-based/location-based
 - Clarify & communicate the role of each staff/group in achieving our mission
2. Streamline and enhance operational efficiency.
 - Codification of systems (and standard operating procedures); adherence to systems
3. Integrate emerging technology to support innovation.
 - Provide professional learning around artificial intelligence (AI) to identify areas of efficiency
4. Build systems and routines to support change management.
 - Examine process for funding & sunseting programs - what data are we using for decisions about program change?
 - Decision-making processes that are more inclusive & transparent when it comes to resource trade-offs
5. Equitably allocate resources across the division.