



What would it feel like, sound like and look like if APS provided students more personalized and individual learning and support?

Student Voice & Experience

- Students requesting more opportunities to engage with their interests. Student voice and agency. It would look like "organized chaos".
- Students designing and sharing their input into a rubric or assessment tool
- Students would talk about their performance goals, progress,, data conversations, etc. Student ownership and recognition of progress.

The Individualized Learning Plan is an excellent idea for the Carver Cluster . It will allow for Scholars, Parents and Faculty to take ownership of the learning and overall success of the student.



Adults

- Every student needs an advocate. This person needs to provide the resources that are needed.
- 3 way partnership - parent/scholar/teacher learning experiences are openly communicated regularly

It would sound like the students and adults feel welcomed, peaceful, joyful, and calm.

Student Needs

- Ensure that all students have a working/ quality device, internet connection and skills to access.
- Ensure that basic needs are met (supplies, wellness check-ins, acknowledgement of challenges)
- Wraparound services should be intentional, specific, data driven, targeted and monitored.



- To maximize the virtual environment, stay with just one, consistent schedule
- Smaller classrooms/number of scholars in one class
- More group activities, multi-layered conversations, differentiated experiences
- A universal checklist/screener to see what wraparound services are needed so students can perform at their best
- Give students pathways of courses to follow from elementary all the way to college.
- Use individualized data to differentiate learning
- Having both face-to-face and virtual options are beneficial to student learning styles
- Continuous SEL
- Create opportunities to connect to create more inclusiveness
- Implementing a Learning Management System
- Mentoring Support

What would impactful parent/guardian support feel like, sound like and look like?

Parent Support

- Parents need to feel that they are part of the community and involved in the learning process.
- Parents would receive differentiated support and group meetings
- We need to find ways parents can feel valued in their participation and engagement
- Parents need access to resources to learn professional skills, career training, and/or degree/diploma/certification programs. They do not just need access to food and clothing banks.
- Parents are fearful of social workers but sometimes it is not until a social worker gets involved that they become proactive.

Parents and a parent comfort level is included in everything we do.

Parents as Partners

- Parents will have time to speak out and have suggestions and add to how schools can be better. It will help collaboration with parents and teachers.

Families and parents buy-in to the school program because it reflects their personal goals for their children.

Community

- It's always a plus when you have the support and engagement of the families and the community. It takes a village!
- The state board of regents, community organizations, and corporations should all be involved.



- Wraparound services for parents.
- Show up to YMCA and barbershops, where people are naturally.
- Ongoing dialogue, coffee chats, receptive feedback, critical conversations from stakeholders
- Create opportunities to share and collaborate ideas about our vision for schools that allow agency for all.
- Invite parents to school for more than PTA meetings
- Ensuring all communication is catered to the languages spoken by the families of the schools
- Access real-time data on their student progress on a consistent basis
- Mentor parents
- More access from everyone (teachers, AP, principals, etc.) to be able to reach out and have conversations

How does the vision create a brighter future for Carver students? Does this vision address the most important priorities for the Carver Cluster to achieve now and into the future?

Instructional Delivery and Academics

- Providing an intentional focus on early literacy and numeracy skills.
- Implementing changes to instructional delivery models to improve instructional quality, provide opportunities for academic recovery and create a more personalized learning experience.
- Launching and growing early childhood support birth to 5 years old.

Student Support and Whole Child Well-Being

- Enhanced interventions for students during the school year (Math, Literacy, SEL).
- Implementing a universal screener for diagnosis, progress monitoring, embedded formative assessments and an intervention block.
- Providing additional mental health supports across all schools.

Staff Support and Well-Being

- Providing staff learning opportunities to build their capacity regarding the vision.
- Providing staff well-being support and resources.

System Supports, Structures and Processes

- Making decisions that are equity guided and data informed.
- Redefining the support structures for schools through the lens of equity.
- Utilizing data reviews at the school and central office levels.
- Leveraging philanthropic support and partnerships for the larger vision.

The focus on the well being is so important for our students and staff. It is going to be important coming out of COVID-19.

Vision Implementation

- The vision needs to be more clearly articulated and communicated. Equity is a soundbite.
- The focus on scores needs to change to meet the vision.
- If we implement what we discuss in these sessions, working together as a team, we will reach the vision.

Individualized Learning

- Having a clear individualized education track/plan and universal screenings can maintain student academic momentum.
- Need to maintain the ability to change direction/environment if not being successful for a student.
- It is more important for students to be able to verbalize, envision, strategize, and apply their learning in real life.
- I am excited for this renewed focus on equity for our students and targeted work to individualize the learning experience for students and support students with agency.

I'm confused about the vision for the Carver Cluster. It appears divided as it relates to traditional and charter schools. Do not know how that goes into the vision of equity, since we are separate.

Cluster Collaboration

- Create opportunities for collaboration is important. PLCS for the clusters. We need to have data meetings within the cluster. We need to see if the things are working.
- There is a lack of cohesion for a vision that speaks to the whole Cluster. It needs to be made clear whether Carver is one cluster with one strategy and vision or two (between Purpose Built and traditional).