

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

Student Experience

- A safe space should be provided so students can grow, learn and express themselves freely.
- Providing students with opportunities to express how they learn best.
- Pay more attention to the grouping of students based upon ability and diverse needs.
- Students have a sense of pride and belonging for their cluster.

You have to know the child to understand how what's happening at home may be impacting their learning.

Parent Engagement

- Parent and Students vetting curricula materials.
- Parents coming together with school leadership to address needs, problems and issues.
- Remove barriers for community and parents/guardians to be involved in schools.

Students need someone to make sure that they are engaged and remaining focused.

Student Support

- Every student needs to be supported, especially students in special education who are often overlooked.
- We need to ensure that we utilize data to inform all instructional and support decisions.



- The classroom would be free and open. Students are not confined to their desk or a specific area.
- Equitable access to resources and materials.
- Consistency of leadership and consistency in educators.
- Make connections to college, career, and life via career pathways, national certifications, internships, job shadowing, etc.
- Capitalize on partnerships with our Fortune 500 and 400 companies within our backyard
- Personal plans for parents to see what skill set they lack to help their children become better readers
- Social Justice Work around reading liberation for children and parents
- Put even more emphasis on Wi-Fi connectivity than devices
- Access and hotspots can be advertised across the community on places like Nextdoor
- Access to certified instructional staff

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

Building Relationships & Partnerships

- Develop true relationships and strong rapport to create buy-in among parents.
- Empowerment - giving parents the information and access to positively advocate for their child.
- Parents are actively involved in decision making.
- From the time that school opens to the time that it closes parents are visible in the school building giving support and seeking support.
- Culture and climate and that feeling if the parent is going to feel comfortable saying what their needs are and not being judged.

Students need support from their parents and vice versa

Parent Support

- Focusing on mental wellness and support for students and families
- Devices with consistent internet access and connectivity.
- More support and awareness and understanding around virtual attendance in support of the student

**Parent connect to one another for support
Human connection can be a game changer**

Communication

- Empowering parents to have input and a collaborative approach.
- Positive and purposeful discourse with school community
- Sympathetic, empathetic, and inclusive communication



- Engagement teams comprised of staff that are assigned to parents to conduct check-ins/wellness checks.
- Have parents take more ownership of their scholar's education and awareness.
- Meeting families where they are: hold workshops in the community
- Transitioning support elementary-middle, middle-high for families/parents
- Make parents and community feel like ambassadors
- Look at focus groups for engagement feedback from internal and external stakeholders including students
- Providing business centers for parents where they can work on resume writing, and receive housing assistance support
- More social work in schools.
- Professional Learning for families

How does the vision create a brighter future for Douglass students? Does this vision address the most important priorities for the Douglass 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.

This will focus on the whole child to significantly impact and increase student achievement by ensuring equity for all students.

Vision Implementation

- It addresses important priorities, but not with specific information. What exactly will be the school support structures? What will be the literacy and numeracy focus? What will the enhanced interventions look like?
- The other levers will align organically when the well-being of these stakeholders are addressed
- Creates opportunities for building the capacity of the staff to enforce the vision with resources for the district.

Academics

- Learning loss needs to be addressed - Afterschool, Saturdays, Night school, and Mid-day interventions
- We have to empower students with the knowledge needed to understand the job skills needed for the future and how reading, math, and science are the ingredients needed to be successful in these new job opportunities.
- A focus on closing the gaps in literacy and numeracy and fully developing our signature program of STEM/STEAM certifications.

Our schools are their safe havens; that's why our students are not functioning as well.

Wraparound Support

- Restorative practices before the pandemic and now its a bigger need for students faculty and staff.
- Mental health and supports inside and outside the school
- Collaboration with the city and county with resources and wrap around services
- Special needs programming should be revamped as a bigger need in this cluster