

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 are able to advocate for themselves and form healthy relationships with adults and other students.
- Feels like I belong, safe, interactive, hands-on, more engaging, conversational classes (Socratic method), respectful - respecting the knowledge and background I'm bringing to the table
- Everyone gets an opportunity to be seen and heard. Safe to take risks in terms of academics and relationships.
- Students with individualized goals and there are feedback loops between the teacher and students.

Smaller class sizes, student goal setting, inquiry learning, increased hands on learning, student focused learning, more staff to support smaller class size.

Adults

- Every student feels as though they have a trusted adult that they can go to.
- Communicate to parents so they know where their student is and meet parents where they are.

It feels Like I have an opportunity to succeed - Like I have champions in my corner who will push me. Like a community.

Technology

- Every student has the technology they need and even if something happens to their technology, there is an immediate replacement available.
- Working with adaptive technology.



- More student voices - student led conversations
- Create spaces for independent learning within the classroom
- Alternative seating - removal of desks. More comfortable level of learning
- More electives and variety for students to explore the arts and core areas in a different light, as well as courses that allow students to explore professions and career options
- Use IEP model/framework for all students
- Give real interventions and track them to gauge effectiveness and be able to change in real time.
- District-sponsored infomercials on parent engagement and tips
- Clusters working with partners for short summer internships
- Conversational, Dialogue with teachers to students and from student to teacher and each other
- Students should not be socially promoted until they have at least shown a level of growth.

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

School Support & Experience

- Parents should be supportive of the school; build up the school; see how they can provide support with opportunities in the school
- Schools should create a warm and welcoming environment by establishing a great customer service experience.
- Parents should have a commitment to the school and the community. It should be a partnership between all stakeholder groups,

Regular, consistent, and increased presence in all aspects of school specifically emphasizing the importance of education not only in school but at home.

Communication

- Parents need to know what is going on in the school. We need active parents who can communicate with other parents.

Increased parental involvement in developing meaningful partnerships with teachers and students to best support all students.

Needs

- Survey the parents to find out what services and/or resources they will need to support their students (based on need)- connecting parents with community resources



- Parent centers within the schools to support employment opportunities for parents
- Use all our social media contacts & especially Let's Talk
- Social workers are needed. Social workers are stressed.
- Finding resources to help with student mobility so that students can stay enrolled in the school
- We need to help parents with access to jobs and employment
- Families should have mandatory volunteer hours. It should be an expectation that each child is represented twice a month/ quarterly
- Staff should also volunteer and support the community
- Parent volunteers (eg. classroom parents)

How does the vision create a brighter future for Mays students? Does this vision address the most important priorities for the Mays 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 vision will promote a stronger partnership between Mays Cluster and parents by teaching parents how to best help their students.

Vision Implementation

- The vision is not connecting to what Mays students and families need (eg. we need to speak their language). Ideas and resources need to be presented in a way for us to understand
- We can't do any of this without a clear plan and structures.

Academic & Whole Child Support

- I want to see the learning bleeding stop. Kids are not prepared academically.
- We must work closer with the elementary, middle to high school to make sure our students are successful in college or vocational.
- We must be open to meet the whole student instead of doing it half way.
- Capture babies at age 2.5 to provide early intervention

I remember when my kid came in 9th grade. it was very difficult to navigate what was offered to know how to guide my kid. I can imagine it would be even more difficult for some families, with less educational background

Adults

- I am glad to see the focus on teacher well-being. Teachers need teacher voice.
- Include parent and guardian engagement
- Improvement of vertical alignment and planning with the feeder schools. All components must interact together.
- We must become closer to our parents and offer them the assistance to work with our students

The environment that is created will determine whether or not Mays will get better or not.