







**FY 2022 Budget Prioritization Board Work Session 9/10/2020**

**BRAINSTORM: What are the MOST IMPORTANT areas ACPS is going to invest in for FY22 to achieve Equity for All? Which goal area do they align to?**

**Identify up to 12 priorities with at LEAST one per goal area. If you see your exact priority listed, you do not need to repeat it.**

Remember to address <b>What, Who, Where</b> Some priorities from previous year may carryover				
<b>Goal Areas</b>				
Systemic Alignment - MA, CA	Instructional Excellence - RG, JG	Student Accessibility and Support - VN, MR	Strategic Resource Allocation - CS, HT	Family and Community Engagement - ML
<i>Ex. Support for implementation and monitoring of the plan</i>	<i>Early literacy at the primary level</i>	<i>Student social &amp; emotional supports related to trauma from dual pandemics</i>	<i>Expanded access to technology and support for Hispanic and Black families</i>	<i>Supports for expanded outreach and communication to EL families</i>
1 MTSS implementation with restorative practices and PBIS	K-2 Literacy continued implementation	Implement monitoring system for Specialized Instruction Action Plan	Expanded access to after-school and summer school programming for EL, SPED, and socioeconomically and racially disadvantaged students	Continued distribution of school meals
2 Risk Assessment update		Reduce disproportionality in TAG and advanced courses	Additional targeted counseling supports for disadvantaged subgroups	Establish and maintain data-based metrics for success in engaging families at the division, school, classroom, and individual family level
3 Alignment of KPIs and metrics across all schools, and continued implementation and review of those aligned metrics	Implementation of teacher and staff evaluation with fidelity, along with recommendations of HR audit for hiring and retention of teachers who are culturally competent and have a vision aligned with the strategic plan	Stress/counseling support especially around trauma	Necessary supports for return to in-person learning PreK-12 (i.e. PPE, facilities cleanliness, transportation, etc.)	Outreach to EL families, esp. Spanish, Amharic and Arabic-speaking families.
4 Professional learning and cultural competency training for all staff	Complete educational programming design for HS project and begin building the program (academic and career counseling adjustments, CTE expansion, Industry Advisory Board collaboration, etc.)	Ensuring ELL students are accessing the translation services available	Increased staff retention for those serving underserved students	Training all teachers and staff in culturally appropriate engagement techniques
5 Oversight and implementation of budgets		Carryover of last year focus on chronic absenteeism, adjusted for covid DL situation	Implementation of SEAL recovery plan in response to COVID	Continue engagement with Hispanic families to improve graduation and chronic absenteeism
6 Develop monitoring system for HR audit recommendations (recruitment, onboarding, retention, annual evaluations, etc.)		extra support for students to compensate for COVID loss, especially K-2, EL and SWD	Equity audit of school board policies	Continue improving customer relationship services and management

7	Align staff professional development to strategic plan goals (differentiation, cultural competency, etc.)	Continue K2 Literacy focus (adjusted for Covid learning loss)	Reduce disproportionality in TAG and advanced courses	Necessary supports for return to in-person learning PreK-12 (i.e. PPE, facilities cleanliness, transportation, etc.)	Establish and maintain data-based metrics for success in engaging families at the division, school, classroom, and individual family level
8	Implementation of 2025 Strategic Plan	Supports for Graduation (adjusted for DL and Covid loss of instruction)	reduce disproportionality in SWD identification	A process to survey staff and use resources allocated in the budget to implement their feedback/communicate which measures are being taken as a result of staff feedback	Ensure students have access to needed materials when participating in virtual learning at home.
9		Teacher professional development to deliver quality instruction virtually	reduce disproportionality in suspensions	Customer Management System	Outreach to underserved families/communities to determine needed supports
10		Access to tutoring support that is widely communicated	Social emotional supports for trauma which may be exacerbated by COVID	Necessary supports for return to in-person learning PreK-12 (i.e. PPE, facilities cleanliness, transportation, etc.)	Expanded outreach and targeted communication to SPED families
11				HR Audit recommendations	supports for families that encourage students remaining in school, especially Hispanic males
12				Communications audit recommendations	continued technology supports
13					involvement of community partners in High School project to provide more internships
14					Training PTAs in cultural competence and advocacy for the entire school community; building diverse parent advocacy networks
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