

AACS District Focus Plan 2018-2021

District Goals

ACADEMIC FOCUS

AACS will grow all students at least one year in all subject areas specifically math and English Language Arts

ACADEMIC GOALS

Meeting or exceeding expected growth in grades 4-10 for all students, students identified as gifted, students in the lowest 20%, and students with disabilities.
Improving at least 35% of at-risk K-3 readers from Not on Track to On Track each year.

CLIMATE FOCUS

All AACS stake-holders will cultivate a safe and supportive school climate and culture that nurtures the development of the whole child

CLIMATE GOALS

By 2021, each AACS building will earn at least Silver Level recognition for PBIS and AACS will receive 90% positive feedback on all stakeholder surveys

LEADERSHIP FOCUS

All building level administrators will improve their instructional leadership skills by focusing on curriculum and instructional effectiveness through aligning curriculum to standards, facilitating data-driven decision making, promoting the use of evidence-based strategies, and provide opportunities for professional growth
AACS administrators will participate in professional development to increase their capacity to be instructional leaders

LEADERSHIP GOALS

By 2021, AACS administrators will build leadership capacity in their building, as evidenced by staff participation in leadership opportunities.

Improvement Strategies and Indicators

STRATEGY 1

Identify and implement Priority Standard's in order to prioritize and maximize classroom instruction

STRATEGY 2

Identify and implement Evidenced-based instructional strategies in order to address student needs at the universal, strategic and intensive levels

STRATEGY 1

Establish and maintain a district-wide Positive Behavior Intervention Supports (PBIS) to cultivate a safe and supportive school climate and culture

STRATEGY 2

Foster the relationship between school, family and community to create an inclusive culture that nurtures the development of the whole child

STRATEGY 1

Administrators will attend professional development pertaining to curriculum and instruction, climate and culture, and professional growth

STRATEGY 2

Administrators will provide professional development pertaining to curriculum and instruction, climate and culture, and professional growth

ADULT INDICATORS

*100% of the staff will design and deliver lessons aligned to the district priority standards
*100% of the staff will use evidenced-based instructional strategies in lesson delivery

ADULT INDICATORS

100% of staff will implement and follow a school wide system of support as measured by the PBIS Tiered Fidelity Inventory (TFI)

STUDENT INDICATORS

100% of students will demonstrate a reduction in student behavior incidents resulting in disciplinary action

ADULT INDICATORS

100% of administrators will attend and participate in professional development designed to increase their capacity to be instructional leaders and encourage leadership within their building

STUDENT INDICATORS

100% of students will show expected growth on benchmark and common assessments.

Action Steps

ACTION STEPS

- *Ongoing professional development on district priority standards
- *Ongoing professional development on evidenced-based instructional strategies
- *Provide time for collaboration, evaluation and analysis for horizontal and vertical teams to align and develop curriculum and analyze student data (horizontal - grade-level and vertical - inter-grade-level)
- *Common assessments based on priority standards
- *Provide enrichment and/or intervention time built into the master schedule at each building
- *Provide targeted interventions in Reading & Math for all students

ACTION STEPS

- *Ongoing professional development on PBIS strategies
- *PBIS support team established in every building
- *PBIS support team completes Tiered Fidelity Inventory (TFI)
- *PBIS is vertically aligned Pre-K - 12
- *Revise the student handbook to reflect the behaviors expected of all students
- *Expectations of PBIS are shared with parents annually
- *Each building will conduct and analyze biannual surveys of parent, students and teachers of the culture, climate, and collaboration perceptions

ACTION STEPS

- *Ongoing professional development relative to instructional practices
- *Ongoing professional development relative to leadership
- *Monthly principal reflections
- *Monthly administrative team meetings
- *Building staff meetings designed as professional development opportunities
- *Monitoring OIP at the building level