AACS District One Plan
2020-2023

District Goals

CLIMATE FOCUS
AACS will cultivate a safe and supportive school climate and culture that nurtures the development of the whole child.

POSITIVE BEHAVIOR INTERVENTION SUPPORTS GOAL
By the end of the 2023 school year, all AACS stakeholders will cultivate a safe, healthy and supportive school climate and culture that nurtures the development of the whole child through consistent implementation of Positive Behavior Intervention Supports in every building which includes but not limited to providing consistent absence interventions and sharing the needs of the students during grade level transitioning.

Improvement Strategies and Indicators

Community, Family Engagement Strategy
AACS teachers will continue to foster the relationship between school, family and community to create an inclusive culture that nurtures the development of the whole child including students experiencing homelessness.

Safe and Healthy Schools (Student Transition and Homelessness) Strategy
AACS teachers will continue to foster the relationship between school, family and community to create an inclusive culture that nurtures the development of the whole child valuing student transitions and meeting the needs of students experiencing homelessness.

Adult Implementation Measure
The PBIS Tiered Fidelity Inventory (TFI) at each building will increase each year as staff continue to implement school wide systems of support.

Student Measure
Classroom behavior discipline referrals will decrease by 5 percent, and the chronic absenteeism rate will decrease by 3 percent each year from 2020 to 2023 as measured by the district's report card.

Action Steps

ACTION STEPS
By the end of the first year:
- All buildings will establish absence intervention teams to analyze chronic absenteeism data.
- All buildings will receive professional development on Tier 2 PBIS strategies, PAX training for grades three through six.
- PBIS teams will receive professional development on introduction to restorative practices K-12.
- All staff will receive ongoing training in the current trends on trauma informed education and managing student behaviors.

By the end of the second year:
- Absence intervention teams will organize a plan that identifies Tier 1 and Tier 2 strategies to improve attendance.
- All buildings will continue to receive professional development on Tier 2 PBIS strategies.
- All buildings will fully implement strategies from restorative practices (such as community circles, mindfulness, affective statements, etc.).
- All staff will receive ongoing training in the current trends on trauma informed education, SEL and managing student behaviors.

By the end of the third year:
- Each absence intervention team will fully implement a systemic community wide plan that utilizes Tier 1 and Tier 2 strategies to improve attendance.
- All buildings will receive professional development on Tier 3 PBIS strategies.
- Buildings will continue to fully implement various strategies from restorative practices (community circles, mindfulness, affective statements, collaborative class agreements, etc.).
- All staff will receive ongoing training in the current trends on trauma informed education, SEL and managing student behaviors.

ACTION STEPS
By the end of the first year:
- All buildings will establish strategies to identify students experiencing homelessness.
- Annual professional development for all staff on the signs of homelessness.
- Teachers will identify academic and behavioral information that they need to know about students from the previous grade level.

By the end of the second year:
- All buildings will create a system to streamline support for identified students experiencing homelessness.
- Annual professional development for all staff on the signs of homelessness and the AACS process for referral.
- Teachers will implement academic and behavioral information to create goals for incoming students.

By the end of the third year:
- All buildings will fully implement a system to streamline support for identified students experiencing homelessness.
- Annual professional development for all staff on the signs of homelessness and the AACS process for referral.
- Teachers will use progress monitoring to assess academic and behavioral goals for incoming students.

AACS District One Plan
2020-2023

District Goals

LEADERSHIP FOCUS
All AACS 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.

SHARED LEADERSHIP GOAL
By the end of the 2023 school year, all AACS administrators will perform as instructional leaders through collaboration with students, families and staff as evidenced by various building committee memberships as well as parent and student engagement activities.

Improvement Strategies and Indicators

Family, Community Engagement Strategy
AACS teachers will identify and implement evidence-based best practices to address family and community engagement.

Adult Implementation Measure
Administrators will provide evidence of shared leadership through collaboration with students, families and staff including but not limited to committee membership logs, meeting minutes, sign in sheets, district wide evaluation forms, etc

Student Measure
Annual increase of students participating in student engagement activities such as Black History Month, Veteran's Day, Hispanic Heritage Month and Career Days as evidenced by committee membership logs, meeting minutes, sign in sheets, district wide evaluation forms, etc

Action Steps

ACTION STEPS

By the end of the first year:
- Administrators will establish a parent telephone tree to provide school information and encourage interaction among parents.
- Administrators will conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs.

By the end of the second year:
- Administrators will create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, budget or school safety).
- Administrators will provide equal representation for parents on school governing bodies.
- Administrators will create volunteer recognition activities such as events, certificates and thank-you cards.

By the end of the third year:
- Administrators will structure a network that encourages succession of diverse parent volunteers.
- Administrators will continue the volunteer recognition activities such as events, certificates and thank-you cards.

AACS District One Plan
2020-2023

District Goals

ACADEMIC FOCUS
AACS will grow all students at least one year in all subject areas

INSTRUCTIONAL GOAL
By the end of the 2023 school year, 100% of the AACS leadership and teaching staff will implement the instructional frameworks with fidelity in order for students in grades 4-10 to meet or exceed growth and for K-3rd grade readers to move from "not on track" to "on track."

Improvement Strategies and Indicators

Curriculum, Instruction and Assessment Strategy
AACS teachers will evaluate, deconstruct, and implement priority standards in order to prioritize and maximize classroom instruction. This will be done through ongoing job embedded professional development for teachers, administrators and other instructional staff to focus on changing instructional practices that result in improved student performance. The ongoing professional development consists of all PreK-12 teachers using formative assessments aligned to the student's data and curriculum. Also identifying and implementing evidence based instructional strategies in order to address the different tiers of students. In addition, the district will create and implement a district RTI process and provide daily intervention for students most at risk.

Special Populations: Students with Disabilities, English Language Learners, Gifted Students Strategy
AACS teachers will identify and implement evidence-based best practices to address the needs of all students, specifically students with disabilities, English language learners, and/or gifted students.

Adult Implementation Measure
Staff will implement the instructional frameworks, deconstruct standards, design and deliver lessons aligned to the district priority standards and use evidence based instructional strategies in lesson delivery.

Student Measure
Students will show expected growth on all diagnostic, common and state assessments.

Action Steps

ACTION STEPS
Curriculum, Instruction and Assessment- English Language Arts and Mathematics

By the end of the first year:
- Teachers will have received ongoing professional development in the deconstruction of academic content standards.
- All teachers in grades five and six and high school science and social studies will receive SIOP professional development.
- All teachers will receive ongoing professional development from subject specific consultants.
- Teachers who teach a tested area will receive professional development in performance level descriptors.
- Teachers who teach a tested area will receive professional development in EVAAS data analysis.

By the end of the second year:
- Teachers will have deconstructed at least half of the academic content standards in order to identify priority and supporting standards.
- All teachers in grades seven, eight and high school ELA and Math will receive SIOP professional development.
- All teachers will receive ongoing professional development from subject specific consultants.
- Teachers who teach a tested area will receive professional development in performance level descriptors and item analysis.
- Teachers who teach a tested area will receive professional development in utilizing EVAAS data analysis to set student achievement goals and utilize data for differentiation to address students' needs.

By the end of the third year:
- Teachers will have deconstructed all academic content standards in order to identify priority and supporting standards.
- All teachers in grades three, four and electives will receive SIOP professional development.
- All teachers will receive ongoing professional development from subject specific consultants.
- Teachers who teach a tested area will create formative and summative assessments based on performance level descriptors for students.
- Teachers who teach a tested area will receive professional development in performance level descriptors and item analysis.
- Teachers who teach a tested area will receive professional development in utilizing EVAAS data analysis to set student achievement goals, revisit student achievement goals quarterly, and utilize data for differentiation to address students' needs.

ACTION STEPS
Special Populations: Students with Disabilities, English Language Learners, Gifted Students

By the end of the first year:
- Every teacher will have training on AACS RTI protocol with an understanding of and how the RTI process will work in our district.
- All teachers who work with students in the identified populations will receive professional development on how to appropriately write and monitor student goals.

By the end of the second year:
- Every teacher will implement AACS RTI protocol and receive training on Tier 2 classroom interventions and data collection.
- All teachers who work with students in the identified populations will receive ongoing professional development on how to appropriately write and monitor student goals.

By the end of the third year:
- Every teacher will continue to implement AACS RTI Protocol and receive training on Tier 3 classroom interventions, progress monitoring and data collection.
- AACS will develop a protocol to properly monitor student goal creations and implementation.
- All teachers who work with students in the identified populations will receive ongoing professional development on how to appropriately include student input in the creation of student goals.