

ANSLEY PUBLIC SCHOOLS

STRATEGIC PLAN FRAMEWORK 2021-2026

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Ansley Public Schools

Mission Statement

EDUCATING AND EMPOWERING STUDENTS TO SUCCEED IN
AN EVER-CHANGING WORLD

Vision Statement

FOCUSING ON HIGH EXPECTATIONS, CULTIVATING
INDIVIDUAL STRENGTHS, AND CREATING A COMMUNITY OF
RESPECT

To ensure the success and implementation of the APS Strategic Plan, district leadership will:

- Assign staff to manage and oversee Measures and Objectives
- Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- Collect evidence to illustrate the progress/success of the implementation of the strategies
- Commit resources needed to ensure the progress and success of the plan
- Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- Communicate progress of the plan to internal and external stakeholders as appropriate

Guiding Principles



Guiding Principle I: Dynamic Curriculum and Instruction

Objective: Develop, implement, and refine a curriculum plan that is focused on academic growth, emotional development and expanded opportunities for EVERY student.

Strategy 1.1: Ensure teachers have access to and use high-quality curriculum resources, including instructional framework.

Performance Indicators:

1.1(a) Study, identify, and adopt an instructional framework.

1.1(b) Ensure all teachers utilize appropriate learning, engagement strategies and interventions to support success of all students.

1.1(c) Provide professional development to equip and prepare staff to successfully integrate the instructional framework.

1.1(d) Align the teacher evaluation tool to the use and integration of the instructional framework.

1.1(e) Evaluate the effectiveness of the district instructional framework and teacher evaluation.

Strategy 1.2: Set high expectations to ensure the integrity, quality, rigor, and diversity of the curriculum.

Performance Indicators:

1.2(a) Research, identify, and adopt curriculum in English Language Arts, Math, and Science to support consistent instruction.

1.2(b) Utilize a curriculum review plan to examine content, ensure alignment to the standards and meeting the learning needs of students.

1.2(c) Ensure new and existing curriculum and instruction across all courses contain materials that reflect the contributions, perspectives, and experiences of diversity across race, ethnic, gender, language, and religious backgrounds.

- 1.2(d) Implement Advanced Placement courses, increase dual credit opportunities and other Expanded course offerings.
- 1.2(e) Ensure effective interventions, strategies, materials, and resources in new and existing courses to equitably support the success of each learner (including but not limited to students with verified needs, high ability learners, low-socioeconomic learners, English Language Learners (ELL), and other individual learner needs.
- 1.2(f) Evaluate the effectiveness of the modifications and updates to district curriculum.

Strategy 1.3: Create increased opportunities for High-Ability Learners (HAL).

Performance Indicators:

- 1.3(a) Create and implement a preassessment of HAL students to lead to targeted curriculum design.
- 1.3(b) Provide adequate professional development opportunities to ensure staff is equipped to instruct HAL.
- 1.3(c) Modify curriculum designed to consider integration of basic skills and higher-level thinking.

Strategy 1.4: Provide learning opportunities to support student engagement and preparedness.

Performance Indicators:

- 1.4(a) Emphasize the importance of personal life skills including work ethic, character, integrity, and personal confidence.
- 1.4(b) Integrate relational skill building characteristics including leadership, communication, conflict resolution, respectfulness.
- 1.4(c) Provide mentorships, internships, and/or job shadowing opportunities for the secondary students.
- 1.4(d) Consider and assess the value of expanding course offerings to include access to, but not limited to: CTE, Vocational Training, Computer Science-Coding, Programming, Robotics, etc., Speech/Public Speaking/Motivational Speaking, and Family Consumer Science (interpersonal relationships, leadership, and management)
- 1.4(e) Evaluate the effectiveness of modifications made to instruction and curriculum and the overall impact to learning.

Strategy 1.5: Increase the utilization of data to inform decisions at the classroom, building, and district levels.

Performance Indicators:

- 1.5(a) Develop the capacity of staff to effectively utilize data.
- 1.5(b) Utilize disaggregated data to inform and support decision-making in: staffing, resource and funding allocation, instructional strategies and interventions, professional development, discipline protocols/procedures, extracurricular/activity recruitment, facility improvements, and other areas identified by the district.
- 1.5(c) Engage the board of education in the review and analysis of student performance data to support informed decision making.
- 1.5(d) Collect, track, analyze, benchmark, and report disaggregated data by under-represented groups (race, ethnicity, socioeconomic status, verified needs, etc.)
- 1.5(e) Evaluate the impact of data informed decision making on student performance.

Guiding Principle II: Whole Child Focused

Objective: Enhance student focus and social-emotional supports for the health, safety, and well-being of the whole child.

Strategy 2.1: Improve the school district climate and learning environment through the implementation of positive behavior models to support improved student behavior and increased social-emotional skills.

Performance Indicators:

- 2.1(b) Provide consistent and on-going professional development to all staff to prepare and effectively implement the social-emotional supports district-wide.
- 2.1 (c) Encourage and sustain open dialogue and feedback opportunities with staff to address obstacles that develop as a result of the social-emotional education initiative.
- 2.1 (d) Evaluate the effectiveness of how the Initiative has impacted the climate and learning environment.

Strategy 2.2: Provide social-emotional and behavioral supports for all students integrated through the MTSS model.

- 2.2(a) Adopt a schoolwide Multi-Tiered System of Supports (MTSS) process to support purposeful instruction and interventions to benefit students.
- 2.2(b) Train staff on implementation and value of a MTSS.
- 2.2(c) Develop student outcome goals to support social-emotional learning.
- 2.2(d) Assess current staffing for adequacy to support the integration and implementation of social-emotional supports.
- 2.2(e) Evaluate the effectiveness of the instructional supports and benefits of MTSS, social-emotional curriculum and instruction.

Guiding Principle III: Culture and Communication

Objective: Create, sustain, and promote a district culture that demonstrates high expectations for all staff and students.

Strategy 3.1: Implement a plan that enables staff and students to connect through a culture that embraces accountability, inspires excellence, and promotes learning.

Performance Indicators:

- 3.1(a) Create and commit to consistent expectations for ALL staff and hold everyone equally accountable.
- 3.1(b) Promote initiatives such as #AnsleyProud. Ensure ALL staff and students understand their own value to our success.
- 3.1(d) Identify areas for growth or improvement in school culture.

Strategy 3.2: Develop and encourage a culture of professional collaboration and shared responsibilities for the quality of instruction of all students.

Performance Indicators:

3.2(a) Provide a structured Professional Learning Communities process to encourage the use of best practice instruction, enhance staff connectedness and professional growth.

3.2(b) Budget and allocate time and resources to support the Professional Learning Communities program.

3.2(c) Ensure the adopted curriculum is vertically and horizontally aligned across lessons, courses, subject areas, and grade levels.

Strategy 3.3: Develop, implement, and refine a communication plan to ensure effective and consistent communication both internally and externally.

Performance Indicators:

3.3(a) Create/Update current communication plan, (including but not limited to: Parent communication, staff/student communication, social media, website, local publications, signage).

3.43b) Assess effective methods of communication including feedback from Stakeholders, (staff, students, parents, and community members on the effectiveness of communication methods).

Guiding Principle IV: District Resources

Objective: Provide purposeful facilities and an adequate number of well-trained staff.

Strategy 4.1: Develop, implement, and refine comprehensive facilities plan that is student focused, forward thinking, and fiscally responsible.

Performance Indicators:

4.1(a) Evaluate current facility needs, building utilization, and current/projected enrollment to ensure facilities will accommodate the visionary needs of APS educational programs and priorities.

4.1(b) Continue to review and modify the short-term, medium-term, and long-term facility goals. Consider existing priorities identified in the strategic plan needs analysis, including but not limited to:

- Functionality of Educational Learning Space
- Transportation
- Exterior Improvements
- Preschool/VIP Enhancements
- Safety

4.1(c) Continue to engage stakeholders to inform of the identified needs and seek feedback on areas not currently identified.

Strategy 4.2: Provide ongoing evaluation of staffing to ensure adequacy, appropriate roles, and training needs.

Performance Indicators:

4.2 (a) Evaluate all administrative, certified, and classified staff count. Identify if each area is sufficient, insufficient, or excessive.

4.2(b) Evaluate current placement of staff. Identify if current staff members could be better suited to a different role.

4.2(c) Evaluate current staff training and continuous educational opportunities. Identify areas where improvements to staff training can be made.

Strategy 4.3: Align district resources (paras, programs, PD, training) to support a quality education system and high-level learning environment

Performance Indicators:

4.3(a) Commit the resources to advance AQuESTT classifications in each building and district wide to enhance student learning effectiveness.

4.3(b) Budget and allocate resources to advance AQuESST classifications.

4.3(c) Maintain accountability of staff to ensure systematic growth that supports and rewards continuous improvement forever student, school, and educator.

4.3(d) Evaluate the overall effectiveness of the building/district initiatives to improve AQuESST classifications.

Guiding Principle V: Board of Governance

Objective: Commitment to sustainable strategies that focus on student achievement, fiscal responsibility, and engagement with our community.

Strategy 5.1: Build effective board governance through sustained engagement of stakeholders.

Performance Indicators:

- 5.1(a) Foster a positive and ongoing discussion with stakeholders to sustain effective community engagement.
- 5.1(b) Consider opportunities to collaborate with village/city officials to address community growth to support the growing viability of the school district.
- 5.1(c) Study and consider a superintendent evaluation tool to meet the expectations of the board and to hold the superintendent accountable for the progress and success of the district strategic plan.
- 5.1(d) Conduct a board self-assessment to identify areas of growth that will benefit the working relationship with the superintendent.

Strategy 5.2: Support investment for the benefit of education at Ansley Public Schools.

Performance Indicators:

- 5.2(a) Utilize student achievement data and administrative recommendation to identify areas where additional investment is needed.
- 5.2(b) Make decisions that are student focused, yet fiscally responsible.

Strategy 5.3: Commitment to the long-term sustainability of Ansley Public Schools.

Performance Indicators:

5.3(a) Implement an ongoing Policy review, revision, and update process.

5.3(b) Control expenditure growth at a sustainable level.

5.3(c) Maintain a 5-month cash reserve of yearly operating expenses.