

Appomattox County Public Schools Comprehensive 6 Year Plan 2019-2025



Learning Today, Leading Tomorrow

Approved by ACPS School Board- (May 2019)

School Board Members

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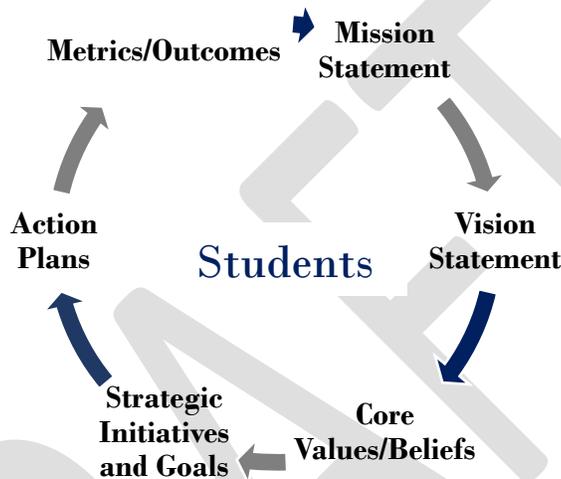
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Introduction

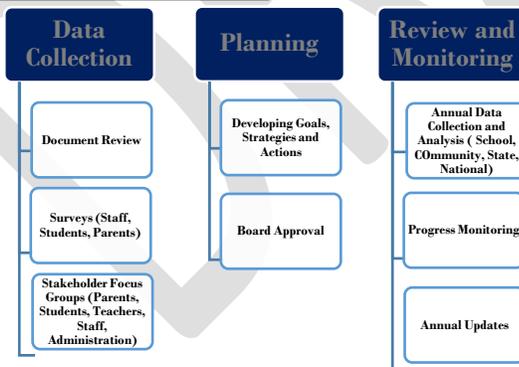
The ACPS Comprehensive 6 -year Plan is intended to provide guidance to school division personnel about the priorities of the school division related to continual improvement. The Superintendent has collected quantitative and qualitative data from a variety of sources to develop this plan, presented it to the School Board, and accepts responsibility for monitoring and revising it annually.

The following visual provides information about the plan components, the planning process and a schedule for the initial development and annual monitoring.

Plan Components



Strategic Planning Process



Timeline

Data Collection

Plan Development

Administrative Review and Monitoring

School Board Review and Updates

July 1 – January 15 (In process currently)

January – June (Board Review- May/June)

Annually

Biennially (Years ending in odd numbers)

Vision Statement

All ACPS students will be provided the opportunities to be successful in his/her educational goals. We believe in the importance of actively involving all community stakeholders including families, students, staff, and community partners in our commitment to the success of all students.

Mission Statement

Our mission is to ensure all students, upon graduation from ACPS, will have learned the skills to become productive and contributing citizens at the local, state, national, and/or global level and that all students learn in a safe, nurturing environment that engages school personnel, students, parents, and community members as collaborative partners.

Core Values and Beliefs

We believe:

- Every student should be engaged in meaningful, authentic, and rigorous work with high expectations through the use of innovative instructional practices, a guaranteed curriculum, and supportive technologies that will motivate students to be self-directed and hard-working in a professional learning community.
- In the importance of maintaining existing buildings and grounds, while planning for future facilities to assure safe and secure conditions for all school-sponsored activities.
- In the value of attracting, retaining, developing, and supporting highly qualified teachers, administrators, and staff through systematic professional development which is aligned with division goals.
- We must manage financial resources responsibly, efficiently, and effectively in order to position the school district and our community as an increasingly viable economic development partner.
- It is necessary to assess and enhance the relevance, timeliness, and effectiveness of internal and external communication with staff, parents, and the community to fulfill their essential roles as actively engaged partners in supporting student achievement and positive outcomes for student success.

Best Practices

Therefore, ACPS will:

- **implement a program of studies aligned with the Virginia Standards of Learning to ensure high quality classroom instruction resulting in fully accredited schools and students who graduate with:**
 - a strong academic base,
 - career readiness skills,
 - a sense of community and
 - civic responsibility

- **respond to academic and career data analysis and trends to**
 - adjust to the state accreditation system, developing strategies to address the inclusion of the newest performance indicators of subgroup growth, absenteeism, and College, Career, and Civic readiness
 - study subgroup data to identify and remediate specific strand weaknesses in each content area and to ensure equity in opportunities and resources to all students
 - document the use of differentiated instructional strategies and the 5 C's. These include *critical thinking, creativity, collaboration, citizenship, and communication*
 - examine Advanced Studies Programs for quality and quantity to best meet the needs of our highest achieving students
 - provide direct and systematic remediation for students not meeting proficient status
 - explore and implement best practices and strategies for targeting instruction specific to the needs of students with disabilities in regular education settings.

- **maintain a safe, comfortable, nurturing, and respectful learning environment that is inclusive of ALL students and staff.**

- **strive to recruit, hire, and provide meaningful support to retain highly qualified teachers and all staff who represent the cultural and racial diversity of our community of learners.**

- **continually review, revise, and explore ways to streamline business and budget processes as needed.**

- **maintain an appropriate number of instructional and classified positions to adequately meet all school division needs.**

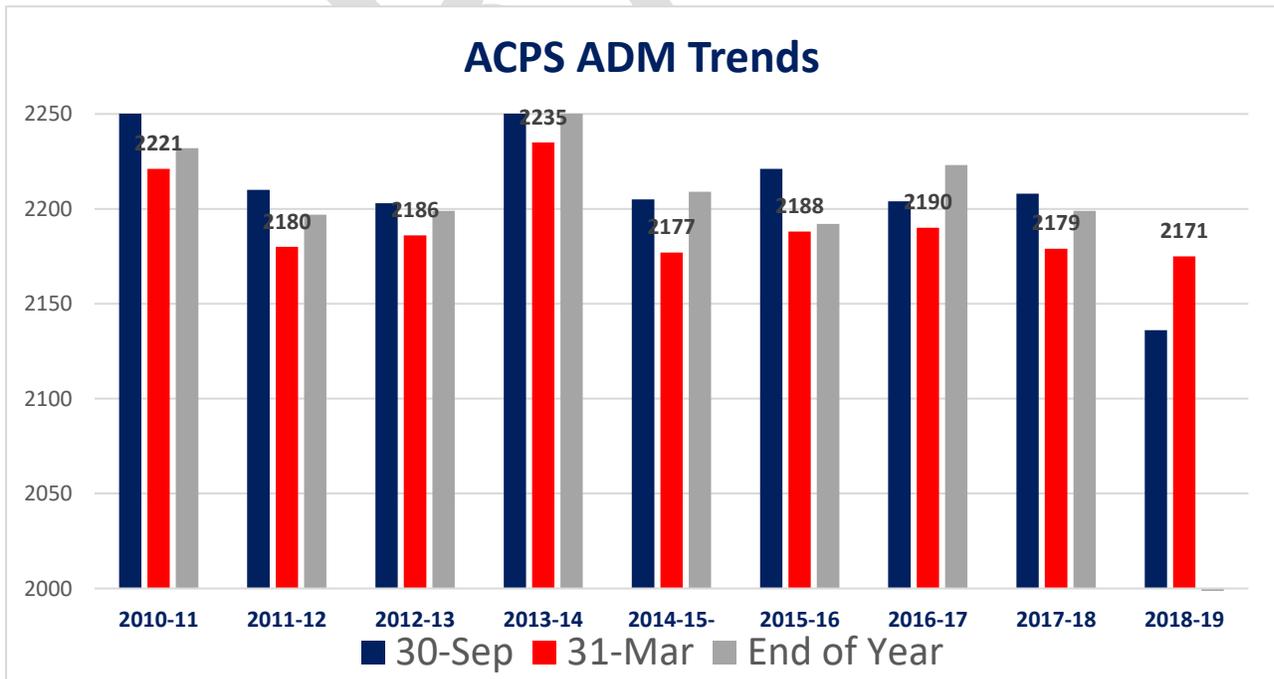
- **maintain open lines of communication about school happenings and programs to the public and parents to build their interest and involvement.**

Divisionwide Indicators of Success
ABCs of Excellence

Excellence in A chievement	Excellence through B uilding Capacity	Excellence within a C ulture of Collaboration
As measured by positive: <ul style="list-style-type: none"> • Graduation outcomes • College and Career Readiness Indicators • Accreditation Status 	To Provide: <ul style="list-style-type: none"> • Support for our Staff • High Quality Instruction • Safe & Secure Facilities 	At the <ul style="list-style-type: none"> • Division level • Building level • Local/Community level

Student Enrollment - Patterns and Predictions

Average Daily Membership (ADM) is the average number of students we have enrolled in our division. We track this monthly and report this number to the state for funding purposes 3 times a year (September, March, and June).



**Appomattox County Public Schools
2019- 2025 Comprehensive Six Year Plan
Goals and Objectives**

Instruction & Student Achievement

Goal: ACPS will improve achievement for all subgroups as measured by state and federal standards, local student data, and teacher evaluation documents.

ACTION STEPS/STRATEGIES	EVALUATION MEATHOD	TIMELINE FOR STRATEGY	STAFF RESPONSIBLE
<p>Each school will conduct regular curriculum and , instruction and assessment alignment audits using</p> <ul style="list-style-type: none"> -Lesson plan reviews walkthrough reports & formal classroom observation data -pacing guide reviews -common assessment data -analysis of state assessment program data -analysis of equity in oppotunities, resources, and outcomes for all students <p>Each school will provide student and teacher support using:</p> <ul style="list-style-type: none"> -Targeted remediation <p>-Provide quality mentoring support for novice teachers</p>	<ul style="list-style-type: none"> -Teacher Evaluation Documents (Teacher Evaluation System) -PLC minutes -Student Data Files – (Performance Matters) -SOL Score Reports (Pearson) - student enrollment records & achievement data -Remediation Plans/Schedules -Mentoring Documents -PD Plan & Surveys -Attendance records, graduation outcomes 	<ul style="list-style-type: none"> -At least 1 X per semester -At least 1 X per semester -After each assessment -Annually before or after each assessment -Annually -Annually 	<p>administration/instructional staff</p> <p>administration/instructional staff</p> <p>administration/instructional staff</p>

<p>-Provide continuous and relevant professional development opportunities -Improve the quality of existing alternative placements and explore additional resources to support students who are struggling in the general environment</p> <p>Educational technology will be integrated into the instructional programs, including the division’s career and technical programs -Expand 1 to 1 program -Continue PD for staff to enhance technology integration</p> <p>Redesign ACHS and feeder programs to reflect the Profile of a VA Graduate by:</p> <p>-Expand academic and career plans for all students K- 5 Career Awareness 6- 8 Career Exploration 9-12 Career Readiness</p> <p>-Evaluate and update Career and Technical Education Pathway Offerings to address industry and employment opportunities and needs -Expand our training, internship opportunities, authentic work experiences, and certifications with industry apprenticeships. -Ensure our curriculum and instructional practices highlight the 5C’s -<i>critical thinking, creativity, collaboration, citizenship, and communication</i></p>	<p>-Partnerships with Therapeutic Daytreatment and Mental Health Support Providers</p> <p>-ACPS comprehensive technology plan</p> <p>-Monitoring Perkins Plan -PD Plans. and schedules</p> <p>-Student Interest Assessment Data (Major Clarity Gr. 5- 12)</p> <p>-Surveys of Employers -Partnerships with Industry, CVCC, and local employment non-profits</p> <p>-Records of contacts made with industry, military recruiters, and employers -participation is regional career expositions - tracking student graduation requirements -Curriculum and Instruction audits.</p>	<p>-Annually</p> <p>-As needed</p> <p>-Annually</p> <p>-On going-At least annually</p> <p>-Annually</p> <p>-Annually</p> <p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>administration/instructional staff</p> <p>administration/instructional staff</p> <p>administration/instructional staff</p> <p>administration/instructional staff</p> <p>CTE Staff and Administration</p> <p>Guidance</p> <p>Administration/instructional staff</p>
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Learning Environments – Facilities, Safety, and Climate

Goal: ACPS will provide safe, comfortable, nurturing, respectful, and inclusive learning environments for our students and staff as measured by safety, discipline, and maintenance records.

ACTION STEPS/STRATEGIES	EVALUATION METHODS	TIMELINE FOR STRATEGY	STAFF RESPONSIBLE
<p>Nurturing, Respectful, and Inclusive Learning Environment -Continue to emphasize bullying prevention programs and strategies -Continue anti-drug programs -Continue to provide computer and internet safety education for students, staff, and parents -Promote equity and inclusion strategies for diverse learners and staff through PD programming, modeling, -Develop student leadership programs</p> <p>- Provide regular Title IX training to designated division and building level staff - Increase opportunities for civic involvement for students and staff (Raider Aid, Community Partnerships)</p> <p>Safe Learning Environment -Maintain close collaboration with the Appomattox County Sheriff's Department, County building inspector, Fire Department, Rescue Squad and State Police to:</p> <ul style="list-style-type: none"> • Maintain a quality SRO program in each building • Review Crisis and Safety planning and practices • Carry out safety audits in our buildings in collaboration with local and outside experts <p>-Continue to provide vital safety and crisis training to all staff and students</p>	<p>-Curriculum and Instructional records</p> <p>-Professional development plan</p> <p>- Prevention Programs (DARE, SODA, FOR Club))</p> <p>-Student Leadership programs (PART- Prejudice Awareness Response Team)</p> <p>-Title IX training records</p> <p>-Raider Aid and Community Partnership Records(pictures, lists)</p> <p>-Safety Committee Records</p> <p>-Crisis Plan updates</p> <p>-Safety Audits</p> <p>-Safety Drill Records</p> <p>-Safety Committee and</p> <p>-Crisis Plan Records</p> <p>-Discipline Data Audits</p> <p>-Training Records</p>	<p>-Annually</p> <p>-Annually</p> <p>-Annually</p> <p>-Annually</p> <p>-Annually</p> <p>-Annually</p> <p>-Review Annually</p> <p>-Updates Reviews, and Audits Conducted Annually</p>	<p>-Instructional Staff</p> <p>-Division Level leadership team</p> <p>-Safety Team</p> <p>-Safety Team</p>

<p>-Consider all viable safety measures in building designs, renovations, and equipment purchases.</p> <p>-Explore technologies that will enhance the safety and security in our buildings such as:</p> <ul style="list-style-type: none"> • Consistent practices for safe visitations in our buildings • maintain adequate surveillance equipment inside and outside facilities (lighting, cameras, keyless entries, radio systems) <p>-Improve student discipline outcomes by training on and implementing programs such as:</p> <ul style="list-style-type: none"> • Restorative Justice • Positive Behavior Intervention Systems (PBIS), • Trauma Informed Care strategies • Mental Health Awareness Training for staff <p>Comfortable Learning Environment</p> <p>-Regularly update and share the division CIP plan</p> <p>-Develop short and long range goals for the CIP needs of the school facilities in collaboration with county officials</p> <p>- Collaborate with the county officials to develop a major renovation plan for ACHS</p> <p>- Explore energy efficiency improvement plans for all buildings</p> <p>-Evaluate the efficiency and effectiveness of the current maintenance work order system</p>	<p>-PD plan and participation records</p> <p>-CIP Software Program (<i>PlanIt</i>)</p> <p>-Maintenance Walkthroughs</p> <p>-Committee meetings</p> <p>-regular meetings and information exchange with county officials</p> <p>-<i>SchoolDude</i> Data review</p>	<p>-Each semester</p> <p>-on-going</p> <p>-annually</p> <p>-monthly meetings</p> <p>-on-going</p> <p>-on-going</p>	<p>-School and Division level leadership teams</p> <p>-Division level leadership with Maintenance Supervisor</p> <p>-Superintendent with County Leadership</p> <p>-HS Renovation Subcommittee</p> <p>-Maintenance Department</p>
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Human Resources- Qualifications & Performance

Goal: ACPS will recruit, retain, and support our staff to perform at a high quality level as measured by employee evaluation, recruitment and retention data.

ACTION STEPS/STRATEGIES	EVALUATION METHODS	TIMELINE FOR STRATEGY	STAFF RESPONSIBLE
<p>Recruitment and hiring practices:</p> <ul style="list-style-type: none"> -Attend onsite and virtual job fairs, and directly recruit in a variety of locations/colleges -Expand the Grow Your Own /Teachers for Tomorrow program at ACHS -Ensure the division website fully informs and attracts potential applicants -Hire Career and Technical personnel according to industry and business trends in Appomattox and the surrounding area -Provide and maintain employee compensation packages that are competitive with surrounding districts to attract and retain qualified teachers and administrators -If reductions in staff become necessary, reduce through attrition - prevent and avoid staff layoffs whenever possible <p>Meaningful Support to Retain Staff:</p> <ul style="list-style-type: none"> -Provide relevant staff development as determined by needs assessments -Expand number of mentor teachers by training 2 additional mentor teachers in each building each year until adequate support is available as determined by the principal -Expand cooperative efforts with local colleges and universities to provide opportunities for pre-service experiences using the clinical faculty model -Establish a teacher leadership program that will identify and train staff who show the potential and interest in leadership positions within the district -Provide meaningful and consistent evaluation of professional staff using unified performance indicators -Provide support for staff who are provisionally licensed and/or desire to add on endorsements that will enhance our course offerings 	<ul style="list-style-type: none"> -Job Fair Records - Teachers for Tomorrow Records - ACPS Website - Hiring records – Ipal Report -Salary Data (local comparisons) and retention data -Attrition Records -Teacher Evaluation System -Mentor Teacher records -Student teacher and Mentor teacher records -Teacher Leadership Plan -Walkthrough and -Teacher Evaluation Reports - Tuition Reimbursement Records, Title II Funding 	<ul style="list-style-type: none"> -Annually -Ongoing -Annually -Annually -Annually -Annually 	<ul style="list-style-type: none"> -Director of Finance and HR -Director of Curriculum and Instruction, & Director of Finance and HR, School Admin

Finance

Goal: APCS will continue to act as good stewards of all appropriated funds and increase practices for collaborative decision making as measured by financial records, personnel records, and meetings with school personnel and county leadership.

ACTION STEPS/STRATEGIES	EVALUATION METHODS	TIMELINE FOR STRATEGY	STAFF RESPONSIBLE
<ul style="list-style-type: none"> -Use annual bookkeeping audits to maintain accountability, assess process fidelity, and explore potential cost-savings opportunities -Investigate best practices to enhance our processes, policies, and practices -Involve principals and directors in goal setting and needs assessment related to annual budget. -Use student to teacher ratio to guide hiring and staff assignments - Evaluate any vacant position to determine the feasibility to eliminate or consolidate it with another position -Communicate with all supervisors about factors impacting budget 	<ul style="list-style-type: none"> -Audit records -Survey of surrounding localities -Budget Meeting notes -Class size report -Personnel Reports -Joint board meetings 	<ul style="list-style-type: none"> -Annually -As needed -January -Twice per year -as needed -Two to four times per year 	<ul style="list-style-type: none"> -School Bookkeepers, -- -Director of Finance and HR -Director of Finance and HR, Principals, Directors, & Superintendent -School and County Leadership

Communication

Goal: APCS will increase the opportunities to promote dialogue between school personnel and stakeholders; soliciting input and providing information to improve services, provide transparency, and highlight our students’ achievements.

ACTION STEPS/STRATEGIES	EVALUATION METHODS	TIMELINE FOR STRATEGY	STAFF RESPONSIBLE
<p>- Continue to evaluate and explore creative and innovative ways to communicate with all stakeholder groups including students, teachers, families, board members, administrators, community leaders, and elected officials.</p> <ul style="list-style-type: none"> • Advisory Committees (Parents, Teachers, Students) • Websites and Web pages • Surveys • Invitations to school programs, tours, and events <p>-Establish a strong positive working relationship between with the county governing body, county administrator, school board, and school officials related to the local financial investment.</p> <ul style="list-style-type: none"> • Collaboration between Superintendent and County Administrator • Joint Board Meetings • Strategic Planning for CIP • Budget planning 	<p>-Meeting Agendas -Webpage analysis -Survey results -Invitations</p> <p>-Meeting notes -Joint board agendas -CIP program (<i>PlanIT</i>)</p>	<p>-Ongoing</p> <p>-Monthly -2 to 4 times a year -Ongoing</p>	<p>-Supt. & Committees -Tech team -Superintendent</p> <p>-Superintendent, Division and school level administration, Maintenance Dept. Supt. &</p>

Summary – Review and Monitoring

The improvement process is designed to be a continual cycle of data collection, analysis, and response. Strategies are implemented and results are examined. In response to the data, goals or strategies are reviewed and may be revised or adjusted to influence improvement as any need to do so is identified.

The Superintendent assumes primary responsibility for reviewing and monitoring the improvement process, delegating responsibilities for actions steps to division and school level staff, and presenting progress reports to the school board.

While an annual review is a minimum requirement, most action steps are expected to be implemented throughout the school year and a formal report will be presented at the end of each school year.

The Comprehensive Plan will be formally reviewed and updates made biennially – in those years ending in an odd number.

Last Revision Date 05/13/2019