



Appomattox County Public Schools

Strategic Plan 2026-2031

Beliefs <i>An expression of fundamental values, ethical code, overriding convictions, inviolable principles</i>	We believe . . . 1. A strong community values individuality and fosters a sense of accomplishment for all. 2. A safe, supportive learning environment is a shared responsibility and is essential to achieving individual goals. 3. Clear, supportive, and transparent communication strengthens engagement and aligns our community around common goals. 4. Education is a shared responsibility of students, families, staff, and the broader community. 5. ACPS prepares students for any path they choose by embracing change in an evolving world. 6. Grace, kindness, and respect ensure that everyone receives the support needed to succeed. 7. Positive relationships are built through initiative, compassion, and acceptance of others. 8. Every student has unlimited potential, and education is the foundation for future success. 9. Equity, openness, and understanding are essential to a safe and emotionally supportive learning and working environment.
Mission <i>Highest aspiration and purpose of the school; a declaration of the unique identity to which the school aspires, its specific purpose, and the means by which it will achieve its purpose</i>	The mission of Appomattox County Public Schools, a student centered, community driven school system grounded in a unifying historical legacy, is to inspire, empower, and prepare every student to reach their full potential and achieve lifelong success. Through meaningful learning experiences and strong partnerships with families, educators, and the community, we cultivate strong character, resilience, compassion, and honor in a safe and supportive environment. By tailoring resources and opportunities to the diverse interests, needs, and goals of our students, we promote academic excellence, social-emotional growth, communication, collaboration, and responsible citizenship, preparing them to thrive in an evolving world.
Objectives <i>An uncompromising commitment to achieve specific, measurable, observable, or demonstrable results that exceed current capability</i>	Instruction/Academics and Meeting Diverse Needs of Students 1. Each student will be prepared by rigorous, meaningful, and supportive instruction to have lifelong success to thrive in an evolving world. 2. Each student will prepare for success by including meaningful learning experiences, access to career focused pathways, and promoting critical thinking. Physical, Mental, & Emotional Health, Student Well Being, Learning Environment, Social Emotional Support 1. Each student and staff will develop resilience, compassion, and strong character by developing essential social emotional skills that empowers them to navigate challenges, make positive choices, and grow in a safe and supportive environment. 2. Each student will build resilience, compassion, and strong character through meaningful learning experiences, supported by explicit, transparent, and caring communication with

	families and strong collaborative partnerships with the community. Recruiting, Retaining, and Developing High Quality Staff 1. Each student will be supported by attracting and retaining highly qualified staff who are supported and trained in behavioral support, student success, effective use of technology, and achievement. Technology 1. Each student will be able to develop the capacity to leverage ever-evolving technology (A.I., cell phones, etc.) effectively and ethically while sustaining strong, independent reasoning and problem-solving skills for lifelong learning. Community Engagement and Partnerships 1. Each student will benefit from a proactive, cohesive, and collaborative environment involving families, staff, and the community. 2. Each student will have access to build relationships and partnerships that benefit their social, economic, and academic needs. 3. Each student will have opportunities to utilize our community partners for enriching, diversified, and hands-on learning (CTE, FFA, Software, and Credentialing)
Parameters <i>Boundaries within which the school will accomplish its mission; self-imposed limitations</i>	1. We will make all decisions in the best interest of the students. 2. We will honor relationships and treat all people with dignity and respect. 3. We will ensure a culture of integrity and accountability. 4. We will be responsible stewards of our resources. 5. We will practice and promote open, honest communication. 6. We will engage community partners. 7. We will not tolerate discrimination of any kind. 8. We will work as a team to achieve our mission. 9. We will champion a growth mindset and relentless pursuit of excellence.
Strategies <i>Bold resolutions that dedicate the school's resources and energies toward the continuous creation of systems to achieve the extraordinary as expressed in the mission and objectives</i>	Instruction/Academics and Meeting Diverse Needs of Students 1. Deliver rigorous, meaningful, and supportive instruction to prepare each student for lifelong success in an evolving world. 2. Integrate meaningful learning experiences and career-focused pathways into the curriculum to promote critical thinking and student success. Physical, Mental, & Emotional Health, Student Well-Being, and Learning Environment 1. Develop essential social-emotional skills in students and staff to foster resilience, compassion, and strong character. 2. Maintain a safe and supportive environment that empowers individuals to navigate challenges and make positive choices.

	- Facilitate explicit, transparent, and caring communication with families to build student resilience and character through collaborative partnerships. Recruiting, Retaining, and Developing High Quality Staff - Attract and retain highly qualified staff by providing comprehensive support and targeted training in behavioral management and student success. - Train educators in the effective use of technology and achievement strategies to better support student outcomes. Technology - Cultivate the capacity for students to leverage ever-evolving technology, such as A.I. and mobile devices, effectively and ethically. - Strengthen independent reasoning and problem-solving skills to ensure students sustain lifelong learning alongside technological advancements. Community Engagement and Partnerships - Foster a proactive, cohesive, and collaborative environment that actively involves families, staff, and the community. - Establish relationships and partnerships that directly benefit the social, economic, and academic needs of every student. - Utilize community partners, including CTE, FFA, and software providers, to provide enriching, diversified, and hands-on learning and credentialing opportunities.
Strategic Planning Team 	Staff: Jason S. Tibbs, Ed.D. , Cheryl Servis, Ed.D., Mary Sherry, Stephanie Totty, Stephanie Allen, David Detwiler, Corie Pugh, Lauren Martin, Lucas Ward Parents: Stephanie Totty, Stephanie Allen, David Detwiler, Corie Pugh, Lauren Martin, Rene Smith, Jessica Fortner, Cindy Scheu Community Partners: Cindy Scheu, Bobby Waddell, Al Jones, Sara Conner Students: Gabriel Frias, Clay Hamilton, Savannah Jones



Instruction/Academics and Meeting Diverse Needs of Students

Objective 1:

Each student will be prepared by rigorous, meaningful, and supportive instruction to have lifelong success to thrive in an evolving world.

Strategy 1

Deliver rigorous, meaningful, and supportive instruction to prepare each student for lifelong success in an evolving world.

Action Plan Result Statement 1.1

By 2031, all schools will implement a division-wide instructional framework with fidelity that reflects aligned planning, grade-level rigor, productive struggle, appropriate scaffolding, and student thinking.

Strategic Action Steps:

- Develop and adopt a division-wide instructional framework that defines expectations for:
 - alignment to standards
 - level of rigor
 - scaffolding without reducing complexity
 - student thinking and discourse
 - quality of feedback
- Establish and communicate clear “look-fors” for rigorous instruction (students doing the thinking, explaining, and justifying).
- Implement consistent walkthrough tools aligned to the instructional framework.
- Provide modeling and exemplars of aligned, rigorous lessons across grade levels and content areas
- Ensure instruction reflects diverse learning styles and incorporates real-world applications so students can take ownership of their learning.
- Be intentional in strategic lesson planning to ensure instruction, feedback, and assessment are aligned to student needs and division goals.
- Engage students in rigorous and meaningful learning during the school day that maximizes instructional time while supporting student mastery.



Key Performance Indicators:

- percentage of classrooms demonstrating instructional framework look-fors (alignment, rigor, student thinking, feedback)
- percentage of observed lessons with students engaged in grade-level tasks and discourse
- percentage of teachers implementing aligned lesson components (planning, instruction, feedback, assessment)
- percentage of schools using walkthrough tools with consistent calibration

Action Plan Result Statement 1.2

By 2031, the percentage of students meeting or exceeding grade-level expectations in core content areas will increase annually, with all schools implementing a consistent, data-informed system to identify and respond to unfinished learning through timely intervention and progress monitoring.

Strategic Action Steps:

- Implement consistent data review cycles at the classroom, school, and division levels to monitor student learning and inform instruction.
- Use common formative and benchmark assessments aligned to grade-level expectations.
- Establish a division-wide tiered system of support to identify and respond to unfinished learning.
- Provide targeted instruction and intervention aligned to core content and individual student needs that build independence over time.
- Implement consistent expectations for progress monitoring and adjustment of instruction.
- Regularly review the effectiveness of instructional and intervention supports and adjust accordingly.
- Implement collaborative structures and instructional planning practices that ensure all learners—including those requiring additional support, enrichment, or advanced challenge—experience appropriate scaffolding and intentional challenge through shared expertise, flexible grouping, and access to rigorous learning opportunities.

Key Performance

Indicators:

- percentage of students meeting or exceeding grade-level expectations
- percentage of identified students demonstrating measurable growth over time
- percentage of students receiving targeted support who successfully exit intervention
- percentage of schools implementing consistent data review and progress monitoring practices
- Percentage of classrooms implementing flexible grouping and differentiated tasks that include both scaffolded and advanced challenge



Action Plan Result Statement 1.3

By 2031, all teachers will engage in ongoing professional learning and coaching focused on cognitively demanding instruction

Strategic Action Steps:

- Provide ongoing professional learning on:
 - productive struggle and questioning
 - scaffolding that maintains rigor
 - metacognitive strategies
 - gradual release (modeling → guided → independent)
 - effective use of high-quality instructional materials
 - 5 C's
- Implement job-embedded coaching, peer observation, and collaborative planning.
- Use professional learning communities (PLCs) to plan, reflect, and refine instruction.
- Implement evidence-based literacy and numeracy instructional frameworks and curriculum resources across all grade levels, supported by ongoing professional learning.

Key Performance Indicators:

- percentage of teachers participating in aligned professional learning and coaching cycles
- percentage of classrooms demonstrating use of targeted instructional practices
- Teacher survey data indicating increased confidence in delivering rigorous instruction
- percentage of PLCs implementing collaborative planning and data-driven instructional adjustments





Instruction/Academics and Meeting Diverse Needs of Students

Objective 2:

Each student will prepare for success through meaningful learning experiences, access to career-focused pathways, and instruction that promotes critical thinking.

Strategy 2

Integrate meaningful learning experiences and career-focused pathways into the curriculum to promote critical thinking and student success.

Action Plan Result Statement 2.1

By 2031, all schools will increase opportunities for students to engage in meaningful learning experiences that connect academic content to authentic problems, real-world application, and future pathways.

Strategic Action Steps:

- Define what “meaningful learning experiences” look like across elementary, middle, and high school.
- Embed real-world application, problem-solving, discussion, and critical thinking into core instruction.
- Develop standards-aligned tasks that connect learning to authentic audiences, careers, community issues, and student interests.



Key Performance Indicators:

- Percentage of classrooms implementing standards-aligned, real-world learning tasks
- Percentage of observed lessons demonstrating student engagement in critical thinking and problem-solving
- Student survey data reflecting relevance and engagement in learning
- Evidence of interdisciplinary or applied learning experiences across grade levels

Action Plan Result Statement 2.2

By 2031, all students will engage in developmentally appropriate career awareness, exploration, and career-connected learning experiences, with expanded access to partnerships and real-world opportunities that support future readiness.

Strategic Action Steps:

- Develop a K–12 career awareness and exploration framework.
- Integrate career discussions and connections into classroom instruction across all grade levels.
- Expand opportunities for mentoring and career conversations beginning in earlier grades to support post-secondary readiness initiatives.
- Provide structured career exploration activities at key transition points, creating experiential learning opportunities that enhance career exploration.
- Improve communication with students and families about course options, pathway choices, and the careers connected to them.
- Build partnerships with local businesses, community organizations, and postsecondary institutions to expand work-based learning opportunities.

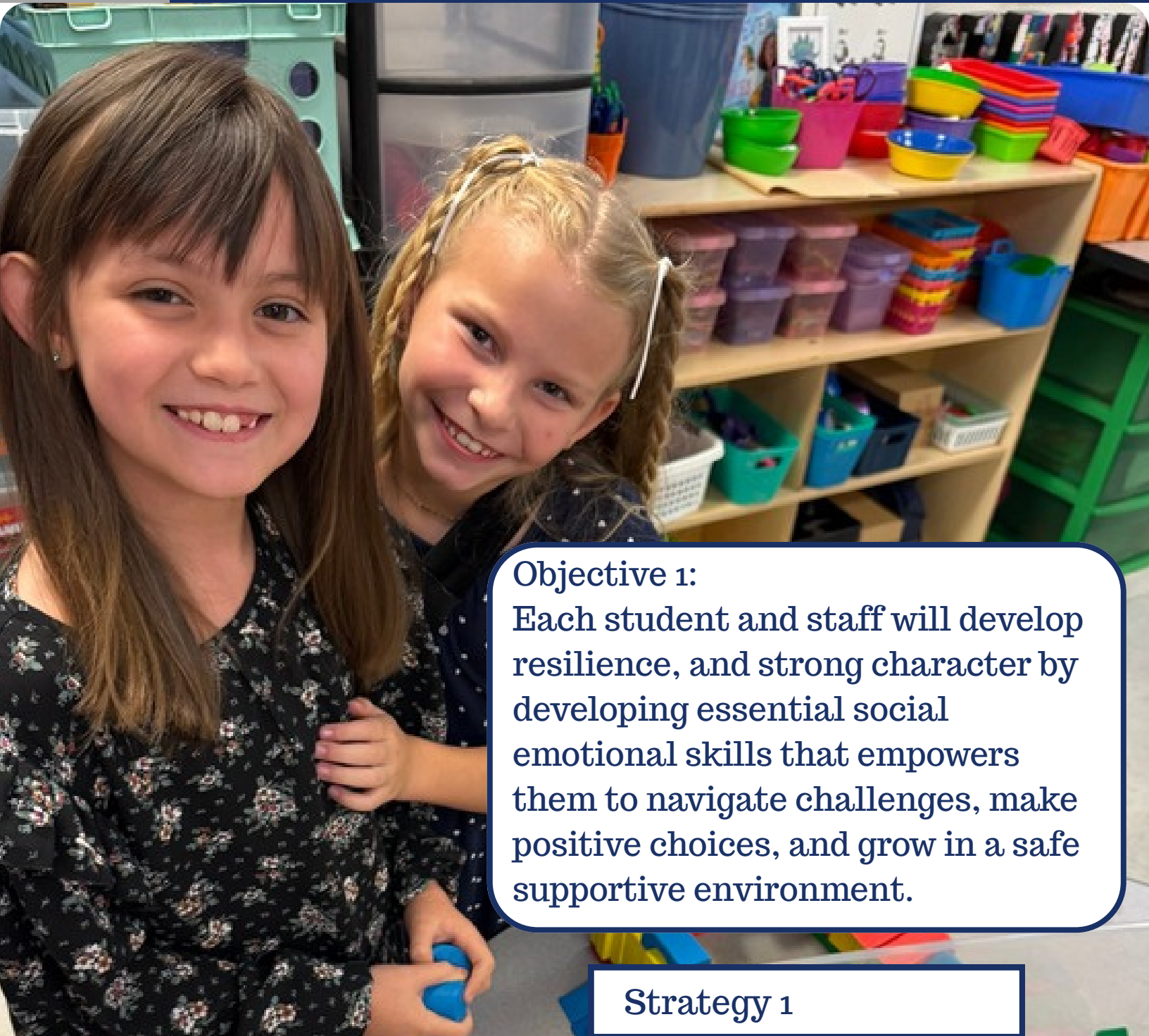
Key Performance Indicators:

- Percentage of students participating in career awareness, exploration, or planning experiences
- Percentage of students engaged in career-connected or work-based learning opportunities
- Number of active partnerships supporting student career exploration
- Student survey data reflecting understanding of career pathways and postsecondary options





Physical, Mental, & Emotional Health, Student Well Being, Learning Environment, Social Emotional Support



Objective 1:

Each student and staff will develop resilience, and strong character by developing essential social emotional skills that empowers them to navigate challenges, make positive choices, and grow in a safe supportive environment.

Strategy 1

Develop essential social-emotional skills in students and staff to foster resilience, compassion, and strong character.

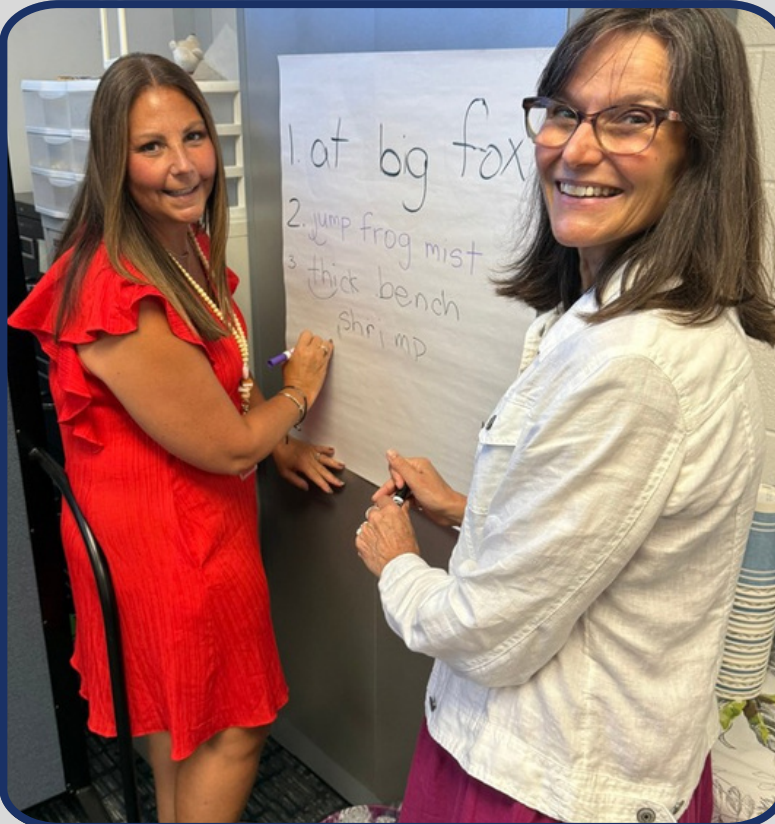


Action Plan Result Statement 1.1

By 2031, all schools will implement a coherent, division-wide system that integrates social-emotional learning, behavior supports, and professional learning to promote a positive school climate, effective communication, and improved outcomes for students and staff.

Strategic Action Steps:

- Establish and implement a division-wide SEL framework (e.g., CASEL) aligned with instructional practices, including UDL, to support student engagement, belonging, and academic success.
- Integrate SEL with MTSS and aligned behavior frameworks that emphasize proactive, consistent, and restorative approaches, and redesign intervention structures to focus on skill-building practices that support student behavior and reintegration.
- Strengthen communication and leadership structures, including school-based teams, to ensure clarity, collaboration, and consistent implementation across schools.
- Implement a climate and data system to support continuous improvement through regular monitoring of student, staff, and school-level outcomes.
- Provide ongoing, job-embedded professional learning and support, including attention to staff wellness and capacity, to ensure sustainable and effective implementation.



Key Performance Indicators:

- All schools implement the SEL framework with documented Tier 1 instruction, as monitored through scheduled data reviews or implementation checklists.
- Integrated MTSS and behavior frameworks are implemented consistently, as evidenced through periodic fidelity reviews.
- Intervention practices include restorative or skill-building components, as documented through behavior or intervention tracking systems.
- School climate data (e.g., safety, belonging, communication) is reviewed regularly, with trends used to guide improvement.

Action Plan Result Statement 1.2

By 2031, all schools will implement a consistent, division-wide approach to social-emotional learning that strengthens students' sense of belonging, engagement, and overall well-being, resulting in improved academic outcomes and positive student behaviors.

Strategic Action Steps:

- Implement a division-wide SEL framework and establish expectations for embedding SEL into daily classroom practices to ensure consistent development of students' social-emotional skills.
- Integrate UDL principles into instructional practices to reduce barriers, increase student access, and promote engagement and ownership of learning.
- Promote a strong sense of belonging by fostering relationships, affirming their belonging, and increasing opportunities for student voice.
- Align tiered supports with SEL and MTSS to ensure students receive appropriate levels of support while maintaining access to instruction.
- Provide ongoing professional learning and use data and feedback cycles to strengthen implementation and improve student outcomes.

Key Performance Indicators:

- SEL and UDL practices are observed consistently in classrooms, as measured through walkthrough tools or instructional reviews.
- Student feedback reflects a positive sense of belonging and engagement, as monitored through surveys or validated tools.
- Staff demonstrate increased confidence in implementing SEL practices, as measured through periodic feedback or survey data.
- SEL implementation is monitored through regular data review cycles, including lesson planning, classroom routines, and student outcomes.



Action Plan Result Statement 1.3

By 2031, all schools will implement systems that support staff wellness and sustainability by prioritizing protected time, clear expectations, and structured support, resulting in improved staff capacity and retention.

Strategic Action Steps:

- Implement a staff climate and wellness survey system and use data to inform decisions that support staff needs and working conditions.
- Establish clear, equitable systems for addressing workplace concerns, ensuring transparency, timely response, and accountability.
- Refine workload expectations and structures to prioritize essential responsibilities and protect planning and collaboration time.
- Implement structured mentoring and support systems to build capacity, particularly for new and early-career staff.
- Strengthen leadership practices and professional learning focused on communication, instructional efficiency, and sustainable practices, including UDL.

Key Performance Indicators:

- Staff wellness and climate data is collected annually and reviewed to inform improvements.
- Systems for addressing staff concerns include documented responses and follow-up within established timelines.
- Mentoring and support structures are implemented and monitored through participation and feedback.
- Staff retention and feedback data are reviewed regularly to assess the effectiveness of wellness systems.





Physical, Mental, & Emotional Health, Student Well Being, Learning Environment, Social Emotional Support

Objective 2

Each student and staff will develop resilience, and strong character by developing essential social emotions skills that empowers them to navigate challenges, make positive choices, and grow in a safe supportive environment.

Strategy 2

Maintain a safe and supportive environment that empowers individuals to navigate challenges and make positive choices.

Action Plan Result Statement 2.1

By 2031, all schools will implement a comprehensive, tiered system of school counseling and mental health supports, including consistent crisis response, assessment, and re-entry practices.

Strategic Action Steps:

- Implement a comprehensive counseling and mental health program aligned with state guidelines to support students' academic, behavioral, and emotional needs.
- Standardize crisis response, threat assessment, and self-harm protocols to ensure consistent, coordinated, and effective responses.
- Provide ongoing staff training to build confidence and consistency in responding to student mental health needs and crisis situations.
- Establish structured re-entry systems to support students returning from suspension, hospitalization, or other crises, ensuring continuity of support.
- Strengthen communication and multidisciplinary collaboration to ensure coordinated and effective support for students and families.



Key Performance Indicators:

- Tiered counseling and mental health systems are implemented and reviewed annually for alignment with state guidelines.
- Crisis response and threat assessment protocols are implemented consistently, as verified through training records and procedural reviews.
- Staff participation in mental health and crisis response training is monitored and documented.
- Re-entry procedures are implemented for students returning from crisis situations, with plans documented and reviewed for effectiveness.

Action Plan Result Statement 2.2

By 2031, all schools will implement systems that support safe, healthy, and well-managed learning environments, including aligned behavior frameworks and a consistent approach to understanding and responding to student behavior through identification of lagging skills, unsolved problems, and relationship-centered practices, promoting student engagement, well-being, and readiness to learn.

Strategic Action Steps:

- Implement a tiered behavior framework with consistent expectations, practices, and supports across schools, emphasizing proactive, relationship-centered, and restorative approaches to student behavior.
- Develop and implement a division-wide process for identifying lagging skills and unsolved problems to guide behavior supports and interventions and ensure responses are developmentally appropriate.
- Standardize behavior intervention protocols and provide ongoing staff training and coaching to support consistent, collaborative, and skill-building approaches to problem-solving with students.
- Use behavior and student data to monitor trends, guide decision-making, and strengthen implementation of supports and interventions across schools.
- Ensure equitable access to safe, comfortable, and developmentally appropriate learning environments by establishing systems to identify, monitor, and address environmental and structural factors that impact student engagement and well-being.

Key Performance Indicators:

- Behavior frameworks are implemented consistently and monitored through regular data reviews and fidelity checks across schools.
- Behavior and intervention data, including identification of lagging skills and unsolved problems, are reviewed regularly to guide decision-making and support planning.
- Staff implementation of collaborative, relationship-centered problem-solving approaches is supported and monitored through training participation, coaching, or observation.
- Environmental concerns impacting learning are documented and addressed through established processes, and student and staff feedback is collected and used to inform improvements.





Physical, Mental, & Emotional Health, Student Well Being, Learning Environment, Social Emotional Support

Objective 3:

Each student will build resilience, compassion, and strong character through meaningful learning experiences supported by explicit, transparent, and caring communication with families and strong collaboration with community partnerships.



Strategy 3

Facilitate explicit, transparent, and caring communication with families to build student resilience and character through collaborative partnerships.

Action Plan Result Statement 3.1

By 2031, all schools will implement consistent, system-wide family partnership practices that promote transparent communication, increase access to resources, and strengthen collaboration between schools, families, and community organizations.

Strategic Action Steps:

- Implement a structured, division-wide communication system that supports consistent, transparent, and two-way communication with families.
- Create and maintain a centralized resource system to improve access to school and community supports and services.
- Establish family navigation systems to support families in understanding and accessing available resources.
- Build and sustain school–family–community partnerships to coordinate supports and address barriers to student success.
- Strengthen staff capacity for family engagement through professional learning and ensure communication is accessible and responsive to family needs.



Key Performance Indicators:

- A communication framework is implemented consistently and reviewed across schools.
- Two-way communication is monitored through participation data and feedback tools.
- A centralized resource system is maintained and reviewed annually for accessibility and effectiveness.
- Family partnership efforts are documented through meetings, collaboration records, and feedback.
- Communication with families is delivered through multiple accessible formats (e.g., digital platforms, apps, social media, and print), and is monitored for reach, engagement, and responsiveness to family needs.



Recruiting, Retaining, and Developing High Quality Staff

Objective 1

Each student will be supported by attracting and retaining highly qualified staff who are supported and trained in behavioral support, student success, effective use of technology, and achievement.

Strategy 1

Attract and retain highly qualified staff by providing comprehensive support and targeted training in behavioral management and student success.



Action Plan Result Statement 1.1

By 2031, ACPS will increase staff retention and reduce unfilled positions by attracting and retaining highly qualified employees by providing comprehensive supports, growth opportunities, and targeted training in behavioral management and student success to strengthen student engagement and outcomes.

Strategic Action Steps:

- Revamp and strengthen the division mentor program to ensure all new hires receive consistent, job-embedded support.
 - mentor selection criteria and training
 - structured touchpoints and coaching supports
 - development of a consistent divisional mentor program and outlined accountability
- Increase strategic job fair and university recruiting efforts to strengthen applicant pipelines and hard-to-fill recruitment.
 - annual recruitment calendar
 - targeted outreach for shortage areas
- Expand recruitment branding and online presence through social media, the division website, and targeted campaigns.
 - highlight division culture, supports, and growth opportunities
 - improve candidate experience and application clarity
- Establish an employee referral program that incentivizes staff to refer high-quality candidates for open positions.
 - clear eligibility, payment timeline, and hard-to-fill bonus tiers



Key Performance Indicators:

Onboarding / Mentoring

- Percentage of new hires matched with a trained mentor
- New hire survey (30/90/180-day pulse survey results)
- First-year retention rate (new staff)
- New hire conversions to continuing contracts

Recruitment

- Time-to-fill (average days from posting to signed offer), by role
- Offer acceptance rate (overall and by hard-to-fill roles)
- Qualified applicant rate (percentage of applicants meeting minimum qualifications)
- Number of hires produced from job fairs/university pipeline efforts

Referral Program (bonus-based)

- Referral-to-hire conversion rate
- Percentage of employees participating (submitted ≥ 1 referral annually)
- Retention rate of referral hires at 1/3 year (compared to non-referral hires)

Action Plan Result Statement 1.2

By 2031, ACPS will increase staff retention and reduce unfilled positions by attracting and retaining highly qualified employees by providing comprehensive supports, growth opportunities, and targeted training in behavioral management and student success to strengthen student engagement and outcomes.

Strategic Action Steps:

- Develop an internal “Grow Your Own” career pathways program that supports current employees who are pursuing professional growth into new roles (e.g., teacher → administrator, teacher → instructional coach, administrator → director, teaching assistant → teacher).
 - structured job shadowing and observation experiences with staff currently in the role
 - mentorship pairing and guided reflection to build clarity on responsibilities and expectations
 - professional learning experiences aligned to the target role (leadership skills, coaching skills, instructional practices, compliance/process training, etc.)
 - a clear application/selection process and pathway steps (interest form → shadowing → learning plan → readiness review)
 - a divisionwide focus on succession planning to build a reliable pipeline of qualified internal candidates
- Continue evaluating compensation and benefits competitiveness to support recruitment and retention.
 - annual comparison and recommendations



Key Performance Indicators:

Strategy: Internal “Grow Your Own” Career Pathways

- Participants enrolled (#)
- Shadowing completed (% or avg hours)
- Mentor match rate (%)
- Internal applicants (# for targeted roles)
- Internal promotions/placements (% of vacancies filled internally)
- Retention rate of participants (%)

Strategy: Evaluate Compensation & Benefits Competitiveness

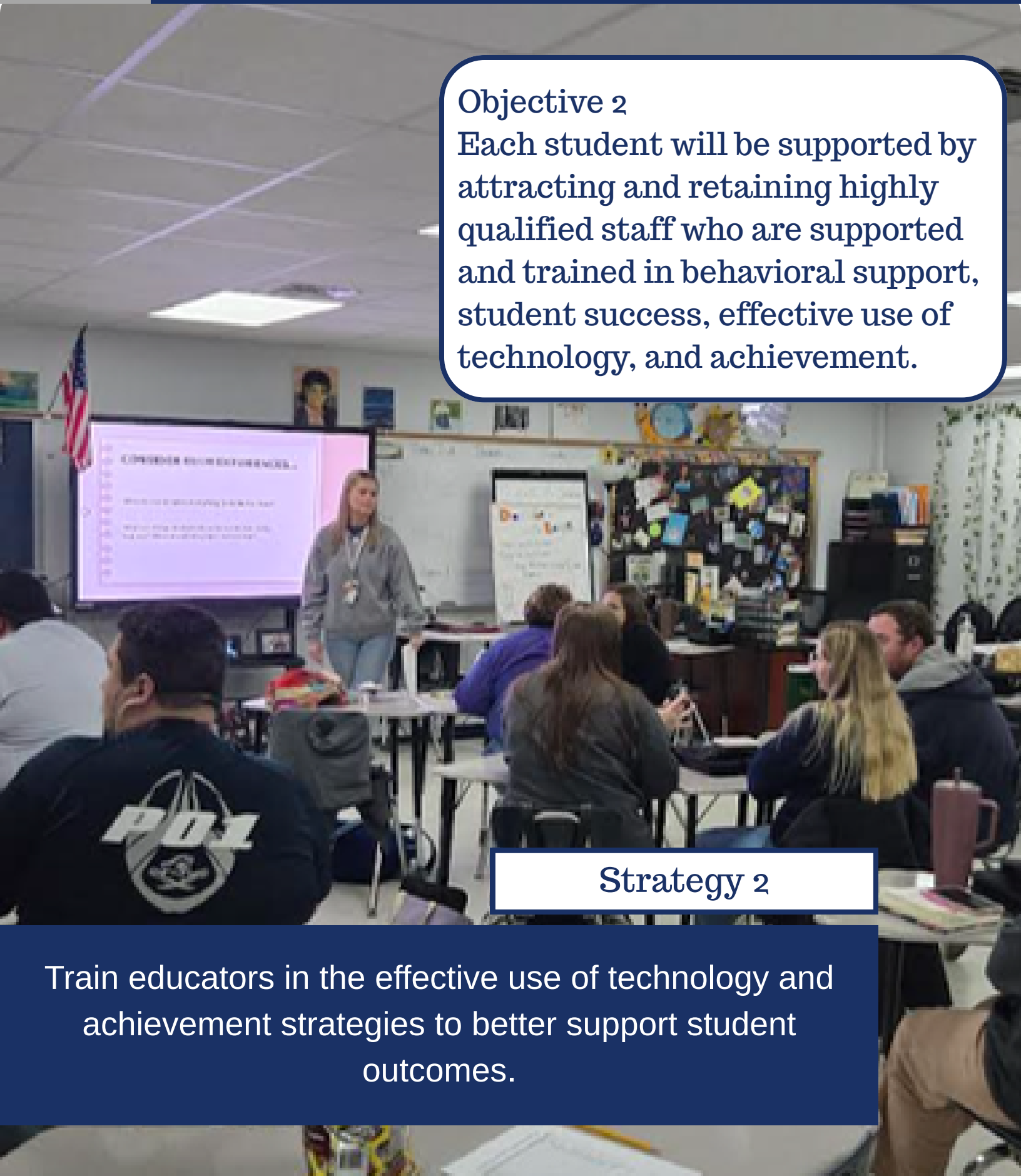
- Annual comp/benefits study completed (Y/N by deadline)
- Pay competitiveness index (ACPS avg position pay vs. market avg)
- Offer acceptance rate (% — especially hard-to-fill roles)
- Turnover rate (% overall and by role)
- Exits citing pay/benefits (%)



Recruiting, Retaining, and Developing High Quality Staff

Objective 2

Each student will be supported by attracting and retaining highly qualified staff who are supported and trained in behavioral support, student success, effective use of technology, and achievement.



Strategy 2

Train educators in the effective use of technology and achievement strategies to better support student outcomes.

Action Plan Result Statement 2.1

By 2031, ACPS will ensure all educators are trained and supported in the effective use of technology and high-impact achievement strategies to improve instruction and student outcomes.

Strategic Action Steps:

- Implement a blended professional development model combining core division wide training expectations with “à la carte” pathways for individual growth based on individual growth goals.
 - behavioral supports, student success, technology integration, instruction/achievement will serve as the set pieces of professional development each year division wide
 - providing staff with professional development opportunities based on individual choice and need

Key Performance Indicators:

Professional Development / Capacity

- Priority Training Completion Rate:
% of staff completing required training in priority strands (behavior supports, student success, technology integration, achievement).
- Staff Self-Efficacy Growth:
Pre/post change in staff confidence/skill ratings in priority training topics.

EVERY RAIDER,



EVERY DAY.

Objective 1

Each student will be able to develop the capacity to leverage ever-evolving technology (A.I., cell phones, etc.) effectively and ethically while sustaining strong, independent reasoning and problem-solving skills for lifelong learning.

Strategy 1: Cultivate the capacity for students to leverage ever-evolving technology, such as A.I. and mobile devices, effectively and ethically.



Action Plan Result Statement 1.1

By 2031, ACPS will establish a clear framework for purposeful and effective technology integration

Strategic Action Steps

- Define and adopt a district-wide “Purposeful Technology Use Framework” that:
 - Aligns with the SAMR model for instructional planning
 - Substitution
 - Augmentation
 - Modification
 - Redefinition
 - Differentiates low-level vs. high-level technology use
 - Substitution/Augmentation vs. Modification/Redefinition
- Embed the framework into
 - Curriculum Documents
 - Lesson planning expectations
 - Instructional Walkthrough tools
- Provide exemplars of Modification- and Redefinition-level tasks
 - All school levels
- Monitor and evaluate the quality of technology integration



Key Performance Indicators:

- Increased evidence of higher-level technology use in classrooms (% of classrooms)
- Lesson plans reflect purposeful integration of AI (% of lesson plans)
- Instructional walkthrough data (identification of purposeful, higher-level use of technology in lesson plans)

Action Plan Result Statement 1.2

By 2031, ACPS will ensure students demonstrate ethical, transparent, and responsible technology and AI use

Strategic Action Steps

- Develop and implement a K–12 AI & Digital Citizenship Framework embedded across all content areas
- Establish clear district expectations for:
 - When AI use is allowed (and when it is expected)
 - When usage disclosure is required
 - What constitutes student original work
- Require students to
 - Cite AI use in their work
 - Explain how AI contributed to their work
- Implement a Digital Honor Code aligned to AI and ethical use
- Integrate real-world instruction on bias, misinformation, and AI limitations
- Utilize a standard tool across K-12 to evaluate AI use



Key Performance Indicators:

- Reduction in misuse incidents (% of incidents)
- Evidence of student ability to explain ethical technology use (% success on rubrics)

Action Plan Result Statement 1.3

By 2031, ACPS will build a comprehensive, ongoing teacher training system for AI and digital pedagogy

Strategic Action Steps

- ACPS will provide required, ongoing professional learning in:
 - AI literacy (capabilities, limitations, bias)
 - Instructional design with AI
 - Academic integrity and ethical use
- Train teachers to:
 - Design assignments that cannot be completed through simple AI prompting
 - Require student thinking before AI use
- Develop a decision-making framework for when AI adds value to learning
- Establish pilot classrooms to test emerging tools
- Align all training to curriculum and classroom application, not just tools
- Partner with local companies to learn how AI is implemented in various career fields



Key Performance Indicators:

- Teacher confidence in the use of AI for lesson development (% of lessons incorporating AI tasks)
- Evidence of redesigned assignments (% of assignments using MR (SAMR model) AI tasks)

Action Plan Result Statement 1.4

By 2031, ACPS will ensure equitable, safe, and future-ready technology access

Strategic Action Steps

- Maintain sustainable device and infrastructure systems
- Implement approved AI/tool ecosystems with privacy safeguards
- Ensure equitable access to:
 - Devices
 - Connectivity
 - Assistive technologies
- Strengthen cybersecurity and student data protections
- Provide family and community education programs on AI and digital safety

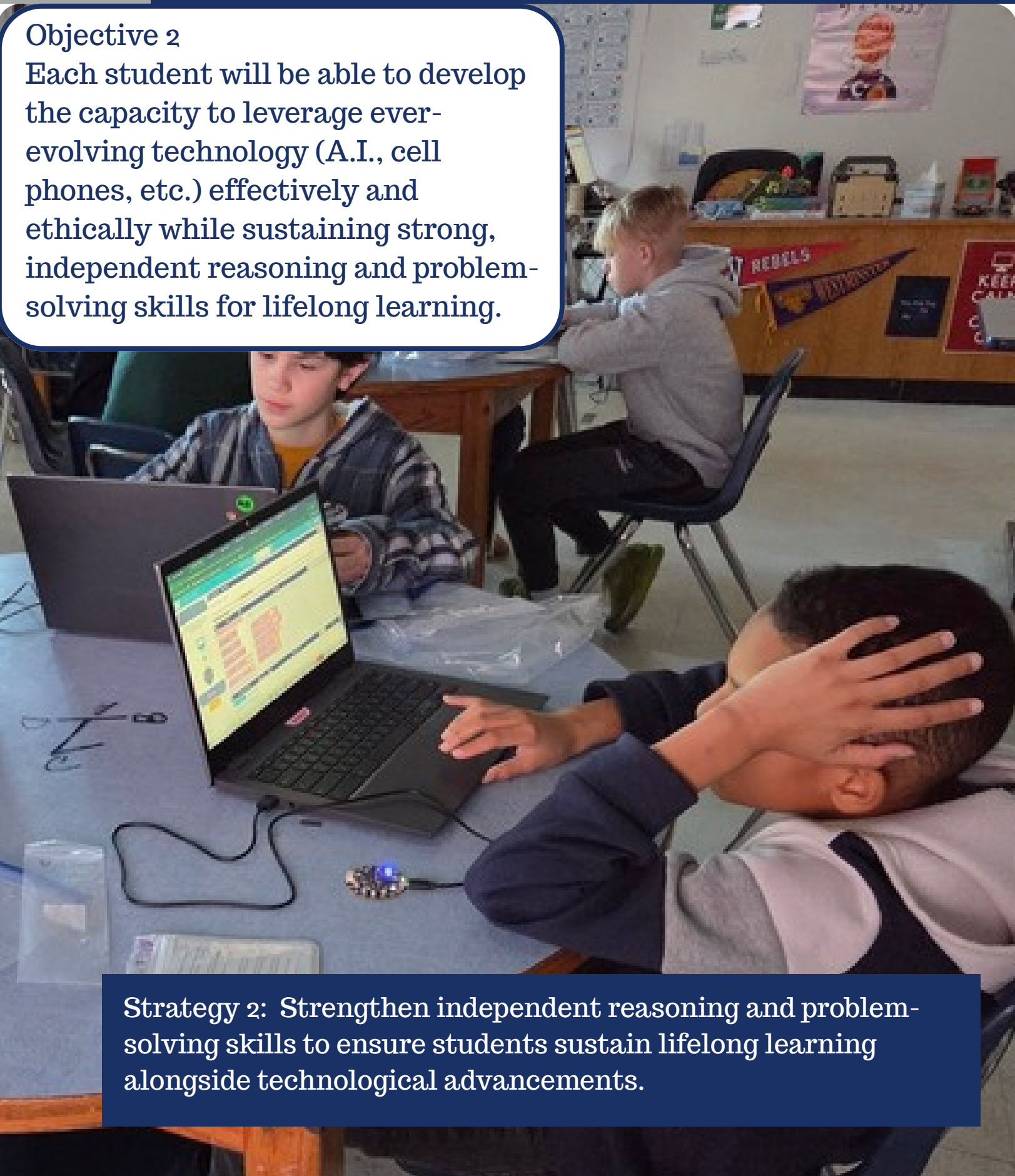


Key Performance Indicators:

- Confirmation of 1:1 ratio data
- System uptime measurement (99% network up-time (on ACPS-managed equipment) during school days).

Objective 2

Each student will be able to develop the capacity to leverage ever-evolving technology (A.I., cell phones, etc.) effectively and ethically while sustaining strong, independent reasoning and problem-solving skills for lifelong learning.



Strategy 2: Strengthen independent reasoning and problem-solving skills to ensure students sustain lifelong learning alongside technological advancements.

Action Plan Result Statement 2.1

By 2031, ACPS will ensure technology enhances, rather than replaces, student thinking

Strategic Action Steps

- Establish a district expectation
 - "Think first, technology second"
- Require assignments to include
 - Evidence of student reasoning
 - Reflection on technology's role in the work
- Train teachers to design tasks that:
 - Require analysis, evaluation, and synthesis
 - Cannot be completed solely through AI generation
- Conduct regular audits of assignments for cognitive rigor in a tech-rich environment



Key Performance Indicators:

- Increased evidence of student reasoning in original work (rubric evaluation)
- Reduction in low-level (SA on SAMR model) AI-dependent assignment tasks (% comparison over time).

Action Plan Result Statement 2.2

By 2031, ACPS will comprehensively redesign student assessment practices to prioritize reasoning and problem-solving

Strategic Action Steps

- Expand use of:
 - Project-based learning
 - Performance tasks
 - Oral defense/student explanation of answers
 - “On the Job” Training and learning with partner organizations
- Incorporate "human in the loop" assessment models:
 - Students annotate AI portions
 - Evaluate and revise AI-generated content
 - Justify decisions made during their work development process
- Shift grading emphasis from
 - "Final Answer" to the "Thinking Process"
 - It's not the destination, but the journey



Key Performance Indicators:

- Increased evidence of student reasoning in original work (rubric evaluation)
- Reduction in low-level (SA on SAMR model) AI-dependent assignment tasks (% comparison over time).

Action Plan Result Statement 2.3

By 2031, ACPS will develop student AI literacy and critical evaluation skills across all content areas

Strategic Action Steps

- Integrate AI literacy into:
 - RLA/English: Argument, voice, revision
 - History: Bias identification, perspectives
 - Science: Models, data reliability
 - Math: Logic
 - CTE: Use of real-world use of AI in the particular service area, automation, and ethics
 - Fine Arts: Authorship, originality, copyright, style replication
- Teach students to:
 - Evaluate AI outputs for accuracy and bias
 - Compare human vs. AI-generated work
 - Revise and improve AI-generated content
- Implement a K-12 progression of AI skills
- Determine a standardized process and tool for determining AI use



Key Performance Indicators:

- Increased student ability to analyze and critique AI-assisted work
- Increase in cross-curricular implementation of AI analytical assignments

Action Plan Result Statement 2.4

By 2031, ACPS will build a culture of independent thinking and lifelong learning

Strategic Action Steps

- Define an ACHS Graduate Profile, with elements including:
 - Critical thinking
 - Problem-solving
 - Ethical Technology Use
- Promote instructional practices that emphasize
 - Inquiry
 - Creativity
 - Student ownership
- Provide opportunities for
 - Real-world problem solving
 - Collaboration with experts and community partners
- Regularly revise practices to reflect emerging technologies and research



Key Performance Indicators:

- Evidence of an increase in student engagement with work (% decrease of "zero"/incomplete assignments)
- Improvement of Graduate Readiness indicators
- Measurement of employment/educational status of ACHS graduates at the 1-year and 3-year points, post-graduation, to determine lifelong success trends.



Community Engagement and Partnerships

Objective 1

Each student will benefit from a proactive, cohesive, and collaborative environment involving families, staff, and the community.



Foster a proactive, cohesive, and collaborative environment that actively involves families, staff, and the community.

Action Plan Result Statement 1.1

Develop consistent communication channels between schools, parents and the community

Strategic Action Steps:

- Identify communication channels for utilization by schools and communicate these to parents and the community. These can include the following:
 - Class Dojo, Facebook, Thrillshare, ACPS App, Talking points
- Identify a primary communication platform at each school to standardize teacher-parent communication. Options could include the following:
 - Class Dojo, Email, Phone
- Provide both electronic and written communication in any languages utilized by ACPS families
 - Identify Community members who can amplify communication
 - Churches
 - Restaurants
 - Daycare Centers
 - Business
 - Social Workers



Key Performance Indicators:

- percentage of classroom teachers utilizing consistent communication channels
- percentage of families reporting receiving communications from teachers and schools
- Number of community partners engaged in supporting communication
- Each school identifying a primary communication platform

Action Plan Result Statement 1.2

Develop a consistent events calendar tool for schools to use in planning, scheduling, and communicating events to families and the community.

Strategic Action Steps:

- Develop a districtwide events calendar for families and the community to track events at each school including academic and athletic events
 - One stop information location for families with students at multiple schools
 - Reduce scheduling conflicts between schools
 - Promote Community Identity
 - Support planning for families
- Each school will plan events to build connectedness between community and school system
 - Provide opportunities for interactions
 - Make events accessible
 - Provide visibility for ACPS students
 - Provide stakeholders with opportunities to participate meaningfully

Key Performance Indicators:

- District events calendar available and accessible
- Number of school events annually
- Percentage of students and families participating in school events
- Percentage Number of community partners attending and participating in events



Action Plan Result Statement 1.3:

All teachers will engage in ongoing professional learning and coaching focused on promoting effective communication with families and the community.

Strategic Action Steps:

- Develop a district-wide events calendar for families and the community to track events at each school, including academic and athletic events
 - One-stop information location for families with students at multiple schools
 - Reduce scheduling conflicts between schools
 - Promote Community Identity
 - Support planning for families
- Each school will plan events to build connectedness between community and school system
 - Provide opportunities for interactions
 - Make events accessible
 - Provide visibility for ACPS students
 - Provide stakeholders with opportunities to participate meaningfully

Key Performance Indicators:

- District events calendar available and accessible
- Number of school events annually
- Percentage of students and families participating in school events
- Percentage Number of community partners attending and participating in events





Community Engagement and Partnerships

Objective 2

Each student will have access to build relationships and partnerships that benefit their social, economic, and academic needs



Establish relationships and partnerships that directly benefit the social, economic, and academic needs of every student

Action Plan Result Statement 2.1

Develop and implement a standardized volunteer recruitment and Tiered training program.

Strategic Action Steps:

- Develop a universal volunteer entry system with an annual review process and background checks based on their tier
- Include volunteer training on confidentiality, safety procedures, and expectations as a part of the tiered system
- Create a volunteer tracking program to track training and quantify volunteers as a part of the tiered system
- Tier A (Visitor / Event attendee / No student supervisory role): no application; front-office rules apply
- Tier B (Occasional, supervised volunteer): per-visit check-in; not left alone with students; streamlined approval/orientation
- Tier C (Ongoing volunteer and/or unsupervised access, including certain chaperone roles): application; background screening as required; child-safety/confidentiality training; check-in procedures; defined renewal cycle
- Develop additional pathways for the community to support students through donations
- Recognize volunteers for their contributions annually



Key Performance Indicators:

- Number of volunteers serving in ACPS schools
- Process for recruiting, training, and tracking volunteers in place and functioning
- Number of community partners providing support



Community Engagement and Partnerships

Objective 3

Each student will have opportunities to utilize our community partners for enriching, diversified, and hands-on learning (CTE, FFA, Software, and Credentialing)



Utilize community partners, including CTE, FFA, and software providers, to provide enriching, diversified, and hands-on learning and credentialing opportunities

Action Plan Result Statement 3.1:

Establish a process for recruiting, training, and tracking Community partners that support internships, work-based learning opportunities, and support CTE program.

Strategic Action Steps:

- Establish a process to assess student interest in career paths and fields of study
- Data driven matching of student interest with community partners
- Utilize consistent branding with community partners
- Publicly highlight the roles of community partners as collaborators/co-educators to increase participation



Key Performance Indicators:

- Increase the number of community partners hosting internships or participating in volunteer activities.
- Increase the number of students participating in internships or community partner activities
- Increase the number of active partnerships supporting student career exploration
- Student survey data reflecting understanding of career pathways and postsecondary options