



THE RIGHT WORK

PACS PLAN 2024-25

LEVEL 1 SAFE, SUPPORTIVE, AND COLLABORATIVE CULTURE

- 1.1 Teachers, staff, students, parents, and the community perceive the school environment as safe, supportive, and orderly.
- 1.2 Teachers have formal roles in the decision-making process regarding school initiatives.
- 1.3 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, instruction, assessment, and student motivation.
- 1.4 Teachers, staff, students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.
- 1.5 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.
- 1.6 The Facilities, Transportation, Technology, Food Service, and Business Departments are managed in a way that directly supports teaching and learning.

LEVEL 2 EFFECTIVE TEACHING IN EVERY CLASSROOM

- 2.1 The District has adopted a model of instruction.
- 2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and goal-setting.
- 2.3 Mandated District instructional practices and procedures are clearly articulated and monitored.
- 2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data.
- 2.5 Teachers are provided with job-embedded professional development that is directly related to the District's instructional model and their goals.
- 2.6 Teachers have opportunities to observe and discuss effective teaching.

LEVEL 3 GUARANTEED, VIABLE, AND CHALLENGING CURRICULUM

- 3.1 School curriculum and accompanying assessments adhere to state and district standards and are reviewed periodically.
- 3.2 The school curriculum can be adequately addressed in the time available to teachers.
- 3.3 All students have access to rigorous and challenging curriculum.
- 3.4 All students have the opportunity to learn the critical content of the curriculum.
- 3.5 Clear and measurable goals are established and are focused on critical needs regarding improving overall student achievement at the school level.
- 3.6 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.
- 3.7 Appropriate school and classroom-level programs and practices are in place to help students meet achievement goals when data indicate interventions are needed.
- 3.8 Parents are kept informed about their child's progress on essential knowledge and skills.

LEVEL 4 PERSONALIZED EDUCATION

- 4.1 Students have the opportunity to pursue individual curricular and extra-curricular interests at school.
- 4.2 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students.
- 4.3 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.
- 4.4 Proficiency scales are used to clearly explain the criteria a student must meet to be considered proficient on essential knowledge and skills.
- 4.5 Students are provided multiple opportunities to demonstrate proficiency on essential knowledge and skills.
- 4.6 Students who have demonstrated proficiency on essential knowledge and skills are provided immediate opportunities to extend their learning and/or pursue their own interests.
- 4.7 Parents are kept informed about their child's individual academic goals and progress.



LEVEL ONE

SAFE, SUPPORTIVE, AND COLLABORATIVE CULTURE

- 1.1 Teachers, staff, students, parents, and the community perceive the school environment as safe, supportive, and orderly.**
 - 1.1A** 80% of survey respondents agree or strongly agree.
 - 1.1B** Data show that fewer than 5% of students receive referrals for code of conduct violations.
 - 1.1C** School safety plans address programming, security, identifying at-risk students, parent and community engagement.
 - 1.1D** Artifacts of practice show that the District addresses each level of the hierarchy of needs (Maslow) of students and staff with intention.
 - 1.1E** Artifacts of practice show that the District promotes human dignity with intention.
- 1.2 Teachers have formal roles in the decision-making process regarding school initiatives.**
 - 1.2A** 80% of survey respondents agree or strongly agree.
 - 1.2B** Leaders have identified the types of decisions teachers will have direct input on.
 - 1.2C** Agendas and minutes show how leaders use teacher input when making specific decisions.
- 1.3 Teacher teams and collaborative groups regularly interact to address common issues regarding curriculum, instruction, assessment, and student motivation.**
 - 1.3A** 80% of survey respondents agree or strongly agree.
 - 1.3B** Artifacts of practice show that teacher teams are provided administrative support to create reciprocal accountability.
 - 1.3C** Agendas and minutes show teacher teams discuss predominantly curriculum, instruction, assessment, and student motivation during team meetings.
- 1.4 Teachers, staff, students, parents, and the community have formal ways to provide input regarding the optimal functioning of the school.**
 - 1.4A** 80% of survey respondents agree or strongly agree.
 - 1.4B** The school has systems in place to collect opinion data from stakeholders.
 - 1.4C** The school provides formal feedback to staff regarding input provided and how it considered the feedback for implementation.
- 1.5 The success of the whole school, as well as individuals within the school, is appropriately acknowledged.**
 - 1.5A** 80% of survey respondents agree or strongly agree.
 - 1.5B** Artifacts of recognition and celebration are visible in the school, on the District website, and on social media.
- 1.6 The Facilities, Transportation, Technology, Food Service, and Business Departments are managed in a way that directly supports teaching and learning.**
 - 1.6A** 80% of survey respondents agree or strongly agree.
 - 1.6B** Artifacts of practice show long-range planning in each department.
 - 1.6C** Voters approve annual budgets at a rate of 80%.



LEVEL TWO

EFFECTIVE TEACHING IN EVERY CLASSROOM

2.1 The District has adopted a model of instruction.

2.1A 80% of survey respondents agree or strongly agree.

2.1B The District provides professional development for new teachers regarding the model of instruction.

2.2 Support is provided to teachers to continually enhance their pedagogical skills through reflection and goal setting.

2.2A 80% of survey respondents agree or strongly agree.

2.2B The District provides professional development for teachers on pedagogical goal and growth plan development.

2.2C Teachers develop annual pedagogical growth goals that are shared with their teams.

2.3 Mandated District instructional practices and procedures are clearly articulated and monitored.

2.3A 80% of survey respondents agree or strongly agree.

2.3B The District provides a summary of mandated instructional practices and procedures to teachers.

2.3C Mandated instructional practices and procedures are informally observed by principals regularly.

2.4 Teachers are provided with clear, ongoing evaluations of their pedagogical strengths and weaknesses that are based on multiple sources of data.

2.4A 80% of survey respondents agree or strongly agree.

2.4B Observations and evaluations are conducted utilizing a detailed teaching rubric linked to the District model of instruction.

2.4C Student achievement data, peer visits, and student surveys are utilized to develop pedagogical goals and growth plans.

2.5 Teachers are provided with job-embedded professional development that is directly related to the District's instructional model and their goals.

2.5A 80% of survey respondents agree or strongly agree.

2.5B Professional development materials related to the District's instructional model are provided to teachers and administrators.

2.5C The District offers workshops taught by PACS educators.

2.6 Teachers have opportunities to observe and discuss effective teaching.

2.6A 80% of survey respondents agree or strongly agree.

2.6B 25% of teachers observe other teachers annually.



LEVEL THREE

GUARANTEED, VIABLE, AND CHALLENGING CURRICULUM

3.1 School curriculum and accompanying assessments adhere to state and district standards and are reviewed periodically.

3.1A Documents are in place that correlate District curriculum and assessments with state standards.

3.2 The school curriculum can be adequately addressed in the time available to teachers.

3.2A 80% of survey respondents agree or strongly agree.

3.2B Documents are in place indicating priority standards for each course and grade level.

3.3 All students have access to rigorous and challenging curriculum.

3.3A 80% of survey respondents agree or strongly agree.

3.3B Prerequisites for advanced courses are only based on successful completion of the previous course in the sequence.

3.3C 100% of students are exposed to appropriate grade-level text regardless of reading ability.

3.3D The District has a comprehensive academic field trip plan that provides enrichment opportunities for all students.

3.4 All students have the opportunity to learn the critical content of the curriculum.

3.4A 80% of survey respondents agree or strongly agree.

3.4B 100% of teachers teaching the same grade level or course use common assessments for priority standards.

3.5 Clear and measurable goals are established and are focused on critical needs regarding improving overall student achievement at the school level.

3.5A 80% of survey respondents agree or strongly agree.

3.5B School-wide goals are established as a percentage of students who will score at a proficient level and mastery level on all NYS assessments.

3.6 Data are analyzed, interpreted, and used to regularly monitor progress toward school achievement goals.

3.6A 80% of survey respondents agree or strongly agree.

3.6B 100% of teachers report, to their teams, the number of students proficient on every priority standard after they administer and score common assessments.

3.7 Appropriate school and classroom-level programs and practices are in place to help students meet achievement goals when data indicate interventions are needed.

3.7A 80% of survey respondents agree or strongly agree.

3.7B 100% of students have the opportunity for extra time and extra help for every priority standard.

3.8 Parents are kept informed about their child's progress on essential knowledge and skills.

3.8A 80% of survey respondents agree or strongly agree.

3.8B Report cards assess student progress on priority standards.



LEVEL FOUR

PERSONALIZED EDUCATION

4.1 Students have the opportunity to pursue individual curricular and extra-curricular interests at school.

4.1A 80% of survey respondents agree or strongly agree.

4.1B 80% of students grades 6-12 participate in athletics and/or clubs.

4.2 Clear and measurable goals are established and are focused on critical needs regarding improving achievement of individual students.

4.2A 80% of survey respondents agree or strongly agree.

4.2B 100% of students establish achievement goals and create learning plans in at least one course or subject.

4.3 Data are analyzed, interpreted, and used to regularly monitor progress toward achievement goals for individual students.

4.3A 80% of survey respondents agree or strongly agree.

4.3B 100% of students monitor progress toward achievement goals in at least one course of subject.

4.4 Proficiency scales are used to clearly explain the criteria a student must meet to be considered proficient on essential knowledge and skills.

4.4A 80% of survey respondents agree or strongly agree.

4.4B The District has adopted proficiency scales for each standard at each grade level.

4.5 Students are provided multiple opportunities to demonstrate proficiency on essential knowledge and skills.

4.5A 80% of survey respondents agree or strongly agree.

4.5B The District provides guidelines regarding re-teaching and re-assessing on summative assessments and writing assignments.

4.6 Students who have demonstrated proficiency on essential knowledge and skills are provided immediate opportunities to extend their learning and/or pursue their own interests.

4.6A 80% of survey respondents agree or strongly agree.

4.6B Artifacts of practice and informal observations show that students are provided immediate opportunities to advance their learning and/or pursue their own interests.

4.7 Parents are kept informed about their child's individual academic goals and progress.

4.7A 80% of survey respondents agree or strongly agree.

4.7B Students share achievement goals and learning plans with their parents.