



# THE RIGHT WORK

## PACS PLAN 2023-24

### 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, and Food Service 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 classroom practices 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 Students are provided multiple opportunities to demonstrate competency on essential knowledge and skills.
- 4.5 Students who have demonstrated competency on essential knowledge and skills are provided immediate opportunities to advance their learning and/or pursue their own interests.
- 4.6 Parents are kept informed about their child's individual academic goals and progress.