

Mission: To provide an equitable and globally enriching education that empowers inquiring, knowledgeable, and compassionate learners to achieve their academic and professional goals for themselves and for the betterment of others.

Vision: To be a high-achieving school that inspires and prepares ALL students to interact, collaborate, thrive, and enact positive change in a global community.

SMART Goals

Progression from scoring Developing to increased Proficient and Distinguished Scores on Georgia Milestone Exams.

Increase the number of students earning 3 or higher on AP exams and 4 or higher on IB exams.

Maintain and improve graduation rate > 80% in 2022 and beyond.

Increase number of students in each signature program of IB, AP, & dual enrollment to equitably reflect students in all subgroups.

APS Strategic Priorities & Initiatives

Fostering Academic Excellence for All
Data
Curriculum & Instruction
Signature Program

Building a Culture of Student Support
Whole Child & Intervention
Personalized Learning

Equipping & Empowering Leaders & Staff
Strategic Staff Support
Equitable Resource Allocation

Creating a System of School Support
Strategic Staff Support
Equitable Resource Allocation

School Strategic Priorities

Implement a long term structural plan to deal with the ongoing COVID impacts on our education.

Maintain a robust offering of AP, IB and Dual Enrollment courses that is reflective of all subgroups of our school population.

Create an educational and professional environment promoting high quality teaching which provides well-defined and deliberately designed instruction that is inquiry based, creative, interdisciplinary, technology rich and student centered.

Cultivate a counseling and support system which focuses on college and career and empowers students to maximize their opportunities for learning future college studies, and/or post-secondary options.

Build a healthy school culture and climate for students, staff and parents that promotes action and involvement in the school and community while incorporating programs such as SEL, PBIS, CAS and No Place for Hate.

Create an educational and professional environment that will recruit and retain highly effective teachers and support staff, which includes providing the necessary professional development to enhance the quality of instruction and support for students.

Build systems and resources to support IB implementation.

Build systems and resources to support college and career excitement and exposure, as well as to develop more university/college partnerships.

School Strategies

1A. Improve the academic program (instruction, remediation, acceleration) in order to meet the individual academic needs of all students.

1B. Ensure PLCs are focused on planning inquiry-based, rigorous, technology-rich, student-centered lessons and units; creating quality assessments; and using data to inform instructional decisions for all learners (i.e. SWD, gifted, SST/504)

1C. Provide daily instructional support to teachers to improve achievement levels.

1D. Utilize data, academic counseling, and recruitment to increase enrollment in our AP/IB DP/IB CP classes, with a focus on underrepresented sub-groups.

1E. Fully implement the IB MYP Framework with fidelity across Years 4 and 5.

1F. Leverage the IB CP to allow more students to complete one or more CTAE Pathway.

2A. Provide remediation and/or enrichment based on student data, with a specific focus on the learning gaps/impacts related to the pandemic. This includes during the day interventions and the Jaguar Learning Lab programs

2B. Improve the personal, social, and counseling support to meet the individual social, emotional, and physical needs of all students.

2C. Incorporate Social Emotional Learning (SEL) school-wide into instruction.

2D. Offer school-wide Positive Behavioral Intervention and Supports (PBIS) initiatives (including incentives and results).

3A. Implement an effective faculty professional learning program that provides the time and resources for teachers to grow in their knowledge of innovative, research-based pedagogy, particularly in Specially Designed Instruction, Increasing Rigor (DOK levels), inquiry-based instruction, IB (MYP, CP, DP), and SEL.

3B. Provide the structure, support, and opportunities to build the instructional and leadership capacity of our staff.

4A: Ensure school has the resources, budget, and flexibility to support targeted subgroups, advanced students, and robust extracurricular programs.

4B. Periodic surveys to staff, students, and parents to enhance communication and receive feedback.

4C. Strengthen relationships with colleges and universities and with partners that can provide funding, exposure and resources.