

Pillar	Operational Excellence by Design	Community of Excellence	Excellence in the Student Experience
Definition	By modeling transparency and stewardship in all operational decisions, create sustainable systems and spaces that are efficient, safe, and intentionally designed to support teaching and learning.	Foster a positive, student-centered culture focused on a continuous commitment to growth and appreciation.	To ensure every student learns, grows, and thrives through meaningful experiences that connect knowledge, skills, and character to lifelong success.
What Should Be True	<p>Improved facilities - visible facilities improvement and plan for continuing maintenance</p> <p>Processes that everyone understands</p> <p>Accountability check ins (measures that matters)</p> <p>Information is accessible</p> <p>Expanding on operational standards/systems that are currently in motion - hardwired in our actions</p> <p>Operations become seamless, effortless, and behind the scenes making students the focus - naturally happening</p> <p>Systems/processes are established and in place and the players involved know what they are. Changes in positions/staffing does not impact these processes/systems - cross training</p>	<p>Employees have clear understanding of their goals, roles upon hiring</p> <p>Employees have understanding and encouraged to participate in the Anchorage Community</p> <p>Central location to find professional growth plan/opportunities</p> <p>Expand professional growth opportunities for volunteers and subs</p> <p>PD plan aligned to the student experience along with the needs of the staff</p> <p>PD needs to connect back to APS and district plans</p> <p>Everyone in the building understands that there is an opportunity to expand their growth - all levels - classified, certified, maintenance, subs, volunteers</p> <p>Families and community feel</p>	<p>Expectations are known of the experiences at each grade level</p> <p>Mission, vision, school songs, and traditions are well known and presented during enrollment and onboarding</p> <p>Engaged, rigorous, aligned curriculum. Plan for evaluation. Kids will know what they are learning and why they are learning.</p> <p>Students have agency</p> <p>Robust arts, athletics, creative, extracurricular programs - encourage participation for all</p> <p>Exploring development and clear vision of Anchorage graduate</p> <p>Tie experiences back to APS curriculum and make sure they get all they can get academically, socially, and on levels</p> <p>Have "onboarding" for parents - create specific guidelines to</p>

	<p>Building capacity Efficient time use based on seamless operations and clear processes Schedules are reflective of our efficiency Budget reflective of the plans - 10 year facilities & technology plan</p>	<p>informed/connected and more engagement opportunities - multiple/various methods to get info out to tap into 7x to remember/absorb information ALL parents openly welcomed in the building - engaged and utilized - invite parents/community members in for specific/intentional reasons Clear opportunities for engagement - easy and based on the need Create a group of community members/non-parents to engage neighbors and that cascades down throughout the community Utilize our alumni to share their experiences HS & beyond Community walk-throughs School presence at community events Accountability engagement at all levels that it is student-centered Every parent knows what their students are doing and how they are being supported (GT, IEP, etc)</p>	<p>transition for student/parent. Have transitional parent involvement as students' move up grade levels Gifted & talented programming and enrichment services are offered Students have support for academics,</p>
<p>Measures That Matter</p>	<p>District Facilities Plan Ten-Year Maintenance Plan Technology Refresh Plan Accountability Check-ins Budget Analysis Operational processes documented</p>	<p>Stakeholder survey data? PD Plan Communication Plan Volunteer participation (how many and how often) Alumni Association Walkthrough participation</p>	<p>Student survey data? Alumni feedback (In what ways are they prepared for HS?) Curriculum Maps, Adoption Cycles, & Evaluation Plans Assessment Plan & student growth data MTSS Plan</p>

			Advanced Coursework/Enrichment Plan Profile of a Learner/vision for student success
Strategies	Onboarding videos/archive	<p>Onboarding/PD videos/archive</p> <p>Comprehensive communication plan - branded, focused on priorities</p> <p>Expand engagement beyond K-8 (Alumni engagement, Rising Anchors)</p> <p>Staff, parent, and community walkthroughs</p> <p>Innovation Lab opportunities</p> <p>School leaders reach out to community groups and create stakeholder maps (list of partners, contact info, areas of expertise)</p>	<p>Common vision for student success</p> <p>Transition support (K, 3rd, 6th, HS)</p>

Pillar 1	Goal 1 Strengthen Core Operations	Strategic Actions	Progress Monitoring	Pillar Captain & Other Implementors Tommy* (Sara, Andrew)	Date	Implementation Status	Impact Status
Operational Excellence by Design	Ensure excellence in facilities, food service, finance, safety, and human resources.	<ul style="list-style-type: none"> -Improved Communications to stakeholders -Modernize systems -Digitize where possible 		<ul style="list-style-type: none"> -Facilities Director -Director of Human Resource - IT director - Food service Director - Finance Director 			
	Establish data-driven facility priorities and baseline design standards.	<ul style="list-style-type: none"> -Build 10 Year maintenance plan -Conduct needs analysis for facilities -Establish timeline & payment strategy for projects -Create overall design plan for entire building -Create tech replacement plan 		<ul style="list-style-type: none"> -Facilities Director -TBD Design Committee -IT director 			
	Redesign and reimagine the food service experience.	<ul style="list-style-type: none"> -Research & analysis of alternate food options/provider - Analyze flow, 		<ul style="list-style-type: none"> - Food Service Director -Facilities Director -Finance Director 			

		seating arrangements, protocols, - Assess food cost, quality and point of sale		-Principal			
	Manage resources efficiently and effectively.	-Asset tag and catalog inventory -Create inventory protocols -Increased Cross Training -Quarterly budget reviews with department heads -Streamlined onboarding archives/training -Strengthen staff evaluation and observation protocols		-School Principal -Superintendent -All department heads			
	Align operations with a culture that reflects pride and professionalism.	-Cleanliness and organization protocols -Silverspoon contest -Leave it better than you found it mentality -Recognize individuals and teams that		Principal Facilities Dir Food Services Dir			

		exemplify professionalism and continuous improvement in operations.					
--	--	---	--	--	--	--	--

Pillar 2	Goal 1 Prioritize Employee Engagement	Strategic Actions	Progress Monitoring	Pillar Captain & Other Implementors Beth* (Nancy-Lynne, Kayce)	Date	Implementation Status	Impact Status
Community of Excellence	Strengthen onboarding, connections, mentorship, and leadership capacity for lasting engagement across all employees.						
	Build aligned professional learning communities (PLCs) and clear and consistent communication processes.	Reengage with the PLC process (grade level and vertical)					
	Invest in professional growth for all employees, substitutes, and	Conduct external training on growth from universal screener	2026 NWEA conditional growth index				

	volunteers.	provider for board, admin and teachers to occur every three years with onboarding videos provided to new teachers.	training 2026 video completed PD logs Teacher observations				
--	-------------	--	---	--	--	--	--

Pillar 2	Goal 2 Partner with Families	Strategic Actions	Progress Monitoring	Pillar Captain & Other Implementors	Date	Implementation Status	Impact Status
Community of Excellence	Foster opportunities for meaningful engagement and partnerships with families to elevate the student experience and outcomes.	Community Engagement Board/ Collective Intentional survey and seeking input 7 touchpoints for engagement (instagram, fb, paper newsletter (blue one), email link, short video (from	Increased participation with authentic experiences provided by community members Community “super power” database (a place for teachers to put out needs and community members to offer expertise)	Superintendent oversight with staff support from marketing and data contributors Principal Communication Coordinator	Committee could generate the plan so that it can roll out for the start of the school year 26-27 (classroom level communication)		

		<p>admin-like Bacon Bit), high vis posting reminder (such as banner downtown), tik tok</p> <p>(Constant Contact use of a program to make sure it's track and grow engagement with our content)</p> <p>Survey an engagement group (like the engagement committee/collective) to see if the engagement strategy is successful</p>	<p>Expand internship opportunities (shadowing-done in a day)</p>				
	<p>Ensure parents feel informed and connected beyond schedules, activities, and</p>	<p>"Accountability feel"</p> <p>Quick check-in when you exit school</p>	<p>50% of people leaving the building say they feel connected</p> <p>Communicativ</p>	<p>Principal (or designee) with support from front office, community facing support staff</p>			

	fundraising.	<p>Connected to culture, grades, teachers, administration, awareness both ways</p> <p>Delivery of services communication, communication of student progress</p> <p>Annual community education sessions on student growth to be provided from staff</p> <p>***Intentional communication at key transition points (K, 3rd, 6th, HS)</p>	<p>e dialogue with each family by a date, encouraging response, preferred two way conversation if possible (set an expectation for reception so families know the intent and spirit behind (not to create a hierarchy or comparison))</p>				
--	--------------	---	---	--	--	--	--

Pillar 2	Goal 3 Engaged & Inform Neighbors	Strategic Actions	Progress Monitoring	Pillar Captain & Other Implementors	Date	Implementation Status	Impact Status
Community of Excellence	Promote genuine, two-way partnerships with neighbors.	<p>Volunteer-Guest speaker-Time/Treasurer/ Resources</p> <p>Assistance in Innovation and Paxton Patterson</p> <p>School presence for Civic Club events:</p> <p>-Board/Council member set up- table with updates (registration, FAQs, features, pictures, exhibit)</p> <p>Enticing outside group attendance to school</p>	<p>-volunteer hour tracking (possibly making it point related to encourage house system conversation)</p> <p>Goal for year 1: table for 2 Civic Club events</p> <p>Goal for year 2: table for 4 Civic Club events</p>	<p>Superintendent</p> <p>Board Members</p> <p>Volunteer job if we can find someone</p>			

		<p>(APTA) events (IE-Auction) by offering a discount or purchase of block of tickets</p> <p>Rising Anchors- matching them with a seasoned family-mentorship- Buoy Buddy</p>					
	<p>Provide student service and leadership opportunities that give back to the community.</p>	<p>Existing clubs matching-making with existing clubs (matches up with pillar 3.2)</p>	<p>Volunteer hour tracking for middle school</p> <p>Community Connections- if we can advertise more sophisticated opportunity within that event drawing an older crowd</p>	<p>Superintendent</p> <p>Principal</p>			

			too				
	Celebrate the district's traditions, history, and shared pride as the foundation for progress.	School song Develop and alliance with the Alumni Association Field trips when possible to build connections	Historian and archive partnership through City Hall (maybe bring a piece over monthly with a background to be reviewed by the students at the school and then returned)	Superintendent Principal Classroom teachers (if we can tie archives/history)			
	Extend intentional invitations to events and celebrations.	See where opportunities already exist with shared interests and see where we can connect them: ie-Art Guild comes to our Art Night City Council coming to more	Specific invitations rotating Banners downtown Handwritten letter from a council or board member inviting to a specific event	Superintendent Principal Board and Council			

		<p>celebrations-collaboration on field day</p> <p>Pep rally invitations-alumni vs ___ activities to reinvest community</p> <p>Current parents vs alumni (parent or aged out student) basketball game</p>					
	Establish a pathway to giving of time, talent, or treasure.	Operational-Could be adding their skills to a database, sponsoring a ____, or making a donation of goods or monetary	Building for 6 months then roll out within a year	Superintendent Principal Communication Coordinator			
	Create lifelong connections by promoting increased alumni	Develop and alliance with the Alumni Association	Database utilization Contact and	Superintendent Principal			

	<p>participation in mentoring, career development, and volunteerism.</p>	<p>Current parents vs alumni (parent or aged out student) basketball game</p> <p>Connect with alumni and see if they have interest and see if they are willing to connect if they do have the interest.</p>	<p>connection with Anchorage Alumni Association webmaster</p> <p>Featuring recent graduates</p> <p>Continue connection with Stroll Magazine to feature stories relevant to our Strategic Plan</p>	<p>Communication Coordinator</p>			
--	--	---	---	----------------------------------	--	--	--

Pillar 3	Goal 1 Empower Every Student to Grow, Achieve, & Succeed	Strategic Actions	Progress Monitoring	Pillar Captain & Other Implementors (Kristy*, Hannah)	Date	Implementation Status	Impact Status
Excellence in the Student Experience	Define a consistent, rigorous and exciting roadmap for the student experience.	Develop clear instructional vision (teacher moves) -Develop clear vision for learning (student outcomes) -Compile historic and current list of vibrant learning experiences that are APS traditions -Stakeholder survey - Elevate student voice/choice as an essential	Pre/Post Survey stakeholders Student outcomes (data binders, portfolios, etc.) Classroom observations and walkthroughs Instructional vision and vision for learning codified and posted Vibrant learning experiences documented and posted				

		component of the Anchorage experience					
	Ensure a year's worth of academic growth in a year's time for all students, including clear pathways for intervention and enrichment.	<p>Develop and implement a comprehensive, coherent, and balanced assessment plan.</p> <p>Audit and improve Multi-Tiered System of Supports for academics and behavior</p> <p>Audit and improve PTP/GT programs</p> <p>-Develop and implement Advanced Coursework Plan</p>	<p>Written Assessment Plan</p> <p>PLC Agendas with data analysis</p> <p>Teacher Observation</p> <p>Annual growth on KDE's MTSS assessment</p> <p>Subgroup analysis of student growth (PTP, GT, ECE, intervention) and responsive instruction</p> <p>(Ongoing Progress monitoring Fall to Fall; Fall to</p>	<p>District office</p> <p>Principal</p> <p>Principal/MTSS coordinator</p>			

		<p>Modernize and Include student experience/ growth measures as a key component of curriculum adoption, implementation, monitoring, and evaluation.</p>	<p>Winter; Fall to Spring with adjustments to instruction as indicated)</p> <p>Publish instructional resource list annually on website</p> <p>Principal bi-annual reports on alignment of instructional resources and digital platforms</p> <p>Annually increase the percentage of students achieving their growth projection in one academic year to 100% by 2031 (calculate projected growth</p>				
--	--	---	--	--	--	--	--

			fall-spring, number of student, number of students who met)				
	Foster student ownership of learning by developing advocacy, initiative, and problem-solving skills.	Build assessment literacy in students through data chats, self-assessment, modeling, reflection, peer & teacher feedback Include SEL resources in curriculum adoption cycle Evaluate needs for school wide special programming	QSCS Survey annual improvements Curriculum adoption cycle (published)				
	Elevate internal	Define					

	<p>transitions and high school preparedness</p>	<p>expectations for internal transition points (2nd to 3rd) and (5th to 6th)</p> <p>Assess high school readiness (surveys, HS placement results, alumni events, relationships with local high schools, etc)</p> <p>Develop digital procedures manual for K transition, 3rd grade transition, middle school transition and high school transition</p>	<p>Progress toward HS Learning walks for APS teachers at all schools APS students attend</p>	<p>Counselor, K coordinator, Principal</p>			
--	---	--	--	--	--	--	--

Pillar 3	Goal 2 Inspire Engagement, Connection, & Belonging	Strategic Actions	Progress Monitoring	Pillar Captain & Other Implementors	Date	Implementation Status	Impact Status
Excellence in the Student Experience	Nurture an environment where every student feels known, valued, supported, and connected.	SEL, School wide programming, community partnerships, etc referenced above	QSCS Survey				
	Preserve and grow intentional participation in meaningful traditions	Include traditions while gathering list of historical and current aspects of vibrant learning at each grade	Stakeholder survey				
	Expand opportunities for leadership, soft skills, and extracurricular participation.	Evaluate elective program, adjust as indicated, and annually	Quick survey students after each trimester				

		monitor; Audit and formalize student placement process; determine staffing and budget needs					
	Build student ownership through meaningful presentation and service opportunities.	Incorporate in vision for student learning					
	Enhance the district's competitive offerings and personalized learning experiences that prepare students for high school and beyond.	Advanced Coursework Plan High school transition activities (see above)					