

Academic Advancement

OBJECTIVE

By the end of 2028, MHS will improve CCR rate to 97.5%, improve Graduation rate to 95%, improve ACT ELA scores to 17.0 and improve ACT Math scores to 17.5.

Critical Initiative	Intended Outcomes	Key Measures
We will ensure all students have completed a CCRI or is on the pathway to be a completer by the end of each student's 11th grade year.	CCRI: Improve CCRI rate from 95% to 97.5% Graduation Rate: Improve graduation rate from 92% to 95%. ACT: Improve ELA scores from 16.2 to 17.0. ACT: Improve math scores from 17.4 to 17.5.	State report card of CCRI rate. State report card of graduation rate. ACT Results: Actual ACT State Contract scores.
Ensure students understand the different graduation options and have the ability to complete graduation requirements early to remove potential barriers to graduation.	Improved graduation rate.	State Report Card: Graduation rate
We will be using ACT consultants to improve ACT performances by providing bootcamps and regular ACT concentration. We will offer incentives to improve student performance and effort on the ACT test.	Improved ELA and Math scores on the ACT test.	ACT Test Results

Safe and Healthy Learning Environment

OBJECTIVE

Improve climate and culture by providing a safe and positive learning environment for students will reducing chronic absenteeism to 10% by the end of 2028.

Critical Initiative	Intended Outcomes	Key Measures
Promote positive student behavior and a supportive school climate through a counseling program that includes guidance, interventions, and behavioral supports.	Improved student behavior and make student feel welcome and supported.	SIR report, and school climate survey
We will develop an incentive program and monitoring system to identify students in danger of becoming chronically absent.	Reduce chronic absenteeism rate to 10%	State report card chronic absenteeism rate.

Quality Personnel

OBJECTIVE

Provide quality professional development in all areas of instruction to improve learning across the curriculum. Increase the amount of dual enrollment courses taken at MHS to 250 courses allowing student to receive college level instruction by the end of 2028.

Critical Initiative	Intended Outcomes	Key Measures
Provide PD that builds faculty capacity to implement ALSDE standards, effectively utilize high quality instruction, and analyze data to inform curriculum and instructional decisions.	Improve instruction as well as teacher retention.	ACT achievement results and retention rate of teachers.
Provide assistance to students interested in completing credits through college dual enrollment programs and provide the necessary instructional materials for students to be successful in those courses.	Increase the total number of dual enrollment courses taken.	The number of successfully completed dual enrollment courses.

CURRENT REALITY

Learner	Institution	Community
Across ACS's approximately 8,977 students, PreK–12 data show sustained improvement following the 2024–25 State Report Card, on which the district earned an overall score of 87 — its highest since the pandemic. Graduation rate climbed 3.6 points to 89.2%, chronic absenteeism dropped below 10% for a second consecutive year, and College and Career Readiness improved nearly 10 points, driven by growth in ACT benchmark attainment, AP qualifying scores, dual enrollment participation, and industry credentials earned through the Autauga County Technology Center's 14 career clusters. Elementary data show steady gains in early literacy tied to Alabama Literacy Act implementation, while ACAP results in grades 2–8 show reading proficiency (roughly 51–61%) outpacing math proficiency (roughly 34–37%), a gap that persists into middle and high school on ACT math benchmarks. English Learner proficiency grew more than 10% this year, reflecting expanded EL programming, though this remains a growth population to monitor closely as county demographics shift. Overall, learner data across all grade bands point to the need for continued investment in tiered, data-driven literacy and numeracy intervention in the elementary grades, sustained momentum in CTE, dual enrollment, and AP access at the secondary level, and continued attention to closing math proficiency gaps district-wide.	Instructional walkthrough and coaching data show growing consistency in the implementation of strategic teaching practices in the elementary grades, supported by an expanding team of instructional coaches and reading/math interventionists, while secondary campuses continue to strengthen content-area instructional practices under the 7–12 Curriculum and Instruction division. Staff perception data reflect strong appreciation for job-embedded coaching and the district's professional learning plan, while identifying a need for continued support for new teachers and first-year assistant principals — a gap the New Teacher Academy and the Assistant Principal Academy ("From Manager to Instructional Leader") are designed to close district-wide. The Autauga County Technology Center, recently expanded with an \$18,000-square-foot, \$3.9 million addition, now serves more than 1,900 high school students across 14 of 16 national career clusters and maintains Business Industry Certification (BIC) accreditation, reflecting the district's institutional commitment to career and technical readiness alongside academic rigor. Cognia engagement review findings affirm ACS's strengths in stakeholder collaboration and continuous improvement culture across all grade bands, while noting opportunities to deepen data-informed decision-making at the campus level and to strengthen instructional consistency between elementary, middle, and high school. Staffing data show that recruiting and retaining highly qualified interventionists, coaches, and secondary content specialists remains a district-wide priority.	Community data show strong, growing partnerships with organizations such as the Autauga Education Foundation, the YMCA, and local literacy partners that extend learning beyond the school day, most visibly through the Alabama Summer Achievement Program (ASAP) and the ACTC's business and industry co-op relationships that support work-based learning for high school students. Autauga County continues to see steady population and economic growth, and district enrollment (approximately 8,977 students across 15 sites) includes a meaningful and stable population of military-connected students tied to Maxwell Air Force Base. Ongoing community-level discussions regarding Alabama law on city school system formation and potential municipal involvement in Prattville underscore the importance of clear, proactive communication between ACS and city leadership as the district plans for the future, including how such changes could affect attendance zones. Overall, community sentiment reflects strong support for ACS's academic direction — reinforced by the district's highest state report card score since COVID-19 — paired with a desire for greater transparency and more frequent, accessible communication channels between schools and families at every grade level.

EXPLORING THE FUTURE

Social Trends	Social trends affecting ACS PreK–12 include increased attention to student mental health and social-emotional learning (SEL), continued (though improving) chronic absenteeism, and a gradually diversifying student population that includes a growing number of English Learners and military-connected families tied to Maxwell Air Force Base. At the secondary level, more students and families are prioritizing career and technical pathways alongside or in place of a traditional four-year college track. Families at every grade level increasingly expect frequent, personalized communication from schools, and community expectations for whole-child support — not just academic outcomes — continue to grow.
Technological Trends	Technology continues to reshape instruction and assessment through adaptive platforms such as iReady and Edgenuity, through the district's move toward integrated data systems like PowerSchool and the Cognia eProve Strategies platform, and through the continued growth of the Autauga Virtual Academy as a flexible option for students. Artificial intelligence tools are emerging rapidly in both instructional and administrative applications at every grade level, requiring ongoing professional learning so that coaches, interventionists, and classroom and content-area teachers can use these tools effectively and appropriately. Reliable broadband and device access remain important equity considerations across Autauga County's more rural attendance zones, including Billingsley and Pine Level.
Economic Trends	Economic trends shaping ACS include continued state investment in literacy and numeracy initiatives through the Alabama Literacy Act, Alabama Numeracy Act, and RAISE Act funding streams, alongside steady population and workforce growth in Autauga County that is increasing enrollment pressure in some attendance zones. Per-pupil spending (roughly \$10,200–\$10,300) remains below the state median, making efficient, well-targeted resource allocation especially important. Competitive regional labor markets make it increasingly difficult to recruit and retain highly qualified teachers and support staff at every grade level, reinforcing the importance of strong induction supports like the New Teacher Academy. Continued local economic development and the recent \$3.9 million expansion of the Autauga County Technology Center reflect a broader community expectation that ACS prepare students, from PreK foundational skills through high school credentialing, for the county's growing workforce and career pathways.
Political Trends	Political and policy trends most directly affecting ACS PreK–12 include continued statutory accountability under the Alabama Literacy Act and Alabama Numeracy Act, evolving ACAP and ACT/State Report Card reporting requirements. New requirements for the Alabama High School Diploma – General Education Pathway, effective with the Class of 2026, require students to earn one or more college and career readiness indicators (ACT benchmarks, AP qualifying scores, dual enrollment credit, WorkKeys silver level, a CTE credential, or military enlistment), placing new emphasis on secondary counseling, scheduling, and CTE access. At the local level, ongoing discussion of a city school system formation and charter school authorization — with Prattville as a focal municipality — introduces uncertainty around future district structure and governance that could affect attendance zones at every grade level. Maintaining strong academic outcomes across PreK–12, transparent communication with city and county leaders, and a clear record of continuous improvement (reflected in the district's 87/B state report card score) will help ACS navigate this evolving political landscape from a position of strength.

STRATEGIC THEMES

Priority Statement	Strategic Theme
If ACS strengthens Tier 1 instruction, tiered intervention, and rigorous secondary coursework PreK–12, then proficiency on iReady, aimswebPlus, ACAP, and ACT, along with graduation and CCR rates, will continue to rise district-wide.	Academic Advancement
If ACS expands SEL supports and consistent behavior/attendance systems across all grade bands, then student engagement and attendance will continue to improve.	Safe and Healthy Learning Environment
If ACS grows supports at every level, then teacher and leader retention and instructional effectiveness will improve.	Quality Personnel

 **VISION**
Autauga County Schools creates a respectful, inclusive, safe environment where every student, PreK through grade 12, gains the knowledge, skills, and character to become a lifelong learner and leader.

 **MISSION**
Autauga County Schools is dedicated to fostering the whole student in an academically rigorous environment, where everyone is known and valued, by creating pathways designed for success.

 **BELIEFS**
We believe every child, PreK through grade 12, can achieve at high levels when given rigorous instruction, timely intervention, and consistent support. We believe strong Tier 1 instruction, guided by the Alabama Literacy Act and Alabama Numeracy Act, is the foundation of student success in the elementary grades and beyond. We believe every secondary student deserves access to rigorous coursework, career and technical pathways, and multiple routes to college and career readiness. We believe data-informed decision-making — through iReady, aimswebPlus, ACAP, ACT, and PowerSchool — drives continuous improvement at every level of the system. We believe instructional coaching and job-embedded professional learning build the capacity of teachers and leaders across all grade bands. We believe family and community partnership strengthens student outcomes and school culture from Pre-K through graduation. We believe every student deserves a safe, supportive, and inclusive learning environment that develops the whole child. We believe continuous improvement, transparency, and stakeholder engagement guide sound decision-making at every level of the system.

	Academic Advancement	Safe and Healthy Learning Environment	Quality Personnel
OBJECTIVE	By the end of 2028, MHS will improve CCR rate to 97.5%, improve Graduation rate to 95%, improve ACT ELA scores to 17.0 and improve ACT Math scores to 17.5.	Improve climate and culture by providing a safe and positive learning environment for students will reducing chronic absenteeism to 10% by the end of 2028.	Provide quality professional development in all areas of instruction to improve learning across the curriculum. Increase the amount of dual enrollment courses taken at MHS to 250 courses allowing student to receive college level instruction by the end of 2028.
CRITICAL INITIATIVES	- We will ensure all students have completed a CCRI or is on the pathway to be a completer by the end of each student's 11th grade year. - Ensure students understand the different graduation options and have the ability to complete graduation requirements early to remove potential barriers to graduation. - We will be using ACT consultants to improve ACT performances by providing bootcamps and regular ACT concentration. We will offer incentives to improve student performance and effort on the ACT test.	- Promote positive student behavior and a supportive school climate through a counseling program that includes guidance, interventions, and behavioral supports. - We will develop an incentive program and monitoring system to identify students in danger of becoming chronically absent.	- Provide PD that builds faculty capacity to implement ALSDE standards, effectively utilize high quality instruction, and analyze data to inform curriculum and instructional decisions. - Provide assistance to students interested in completing credits through college dual enrollment programs and provide the necessary instructional materials for students to be successful in those courses.
INTENDED OUTCOMES	- CCRI: Improve CCRI rate from 95% to 97.5% - Graduation Rate: Improve graduation rate from 92% to 95%. - ACT: Improve ELA scores from 16.2 to 17.0. - ACT: Improve math scores from 17.4 to 17.5. - Improved graduation rate. - Improved ELA and Math scores on the ACT test.	- Improved student behavior and make student feel welcome and supported. - Reduce chronic absenteeism rate to 10%	- Improve instruction as well as teacher retention. - Increase the total number of dual enrollment courses taken.
KEY MEASURES	- State report card of CCRI rate. - State report card of graduation rate. - ACT Results: Actual ACT State Contract scores. - State Report Card: Graduation rate - ACT Test Results	- SIR report, and school climate survey - State report card chronic absenteeism rate.	- ACT achievement results and retention rate of teachers. - The number of successfully completed dual enrollment courses.