

FOUR PILLARS OF THE

Baldwin Proud Academic Plan

Challenging ALL students: The Path that leads to Success!

The Baldwin County Public School system has created an academic plan driven by four main areas of focus. These pillars will guide the continuous improvement of instruction, student learning, and teacher practice. The framework will be reviewed regularly and updated as needed to ensure that it continues to meet the needs of the district and all students.



Data-Driven Decision Making



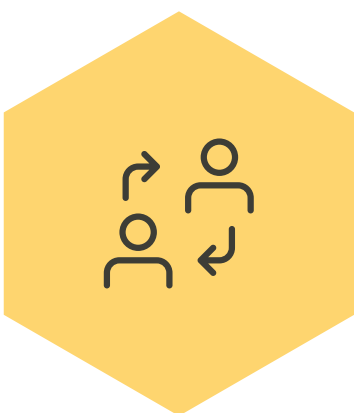
Data-driven decision making involves using data to inform decisions about instructional practices, student performances, and resource allocations. The district and each school will establish systems for collecting, analyzing, and using data to guide decision making and measure results through regular assessments, performance tracking, and data analysis tools.

Prescriptive Professional Development



Every school and community has very unique needs and opportunities for learning and growth. Using data, collaborative efforts of all stakeholders will be utilized to identify areas of need for each school. Prescriptive plans will then be developed by each school to strategically improve in targeted area(s). This involves providing relevant professional development designed to build teacher expertise to maximize student learning outcomes. This intentional focus on professional learning includes using data to inform, design, and deliver instruction to promote success for all students.

Coaching and Support



A top priority is to provide ongoing coaching and collaborative support for teachers, counselors, and administrators to ensure they are equipped with tools and skills necessary to implement effective instructional practices for improving student outcomes. Coaching and support can take many forms, including professional learning communities (PLC), peer mentoring, instructional coaching, professional development, and administrative support.

Instruction and Intervention



Results-oriented instruction and intervention use evidence-based strategies to support the academic needs of all students, including those who are struggling. Instructional strategies should be designed to meet the needs of individual students. Extension activities should be provided to those that demonstrate mastery and targeted intervention to students showing a specific area of need. This may involve small group instruction, personalized learning, and differentiated instruction.