Virginia's Comprehensive School Improvement Plan

ACHS 2024-2025

Virginia's comprehensive School Improvement plan (CSIP) integrates findings from Virginia's needs assessment to help guide schools as they prioritize work, predict and neutralize barriers, and catalyze transformative practices that will improve student outcomes. There are four sections to the comprehensive School Improvement plan, aligned to the Virginia Support Framework:

- Academic Supports
- Staffing Supports
- Professional Learning Supports
- School Climate Supports

High-quality plans support school leaders as they work to allocate human and fiscal resources, establish short-and long-term goals, monitor processes, and scale successes. Specifically, a high-quality plan is:

- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework. [1]

How to use the Virginia Comprehensive School Improvement Plan:

1. Review the Virginia Support Framework domains and the results of the Virginia Support Framework Needs Assessment.
2. Become familiar with the explanation and example of the Comprehensive School Improvement Plan template which includes a description and example for each item.
3. Complete the profile information, providing information on designations, School Quality Indicators, Levels, and/or federal identification. An overview of the internal and external stakeholder, including families, that have been engaged in the school improvement process should also be documented.
4. Use the results from the needs assessment to develop the plan for each domain and indicator, including **barriers** from a root-cause analysis ***establishing SMART goals***, the ***alignment to evidence and research-based strategies***, the ***development and implementation of the plan***, and the artifacts to be regularly collected and analyzed for ***progress monitoring***.

[1] In accordance with the Standards of Quality (SOQ) and Standards of Accreditation (SOA), all schools are to prepare a comprehensive, unified, long-range plan in conjunction with the division long-range comprehensive plan, and make it available to the public (SOQ, § 22.1-253.13:6.; SOA 8VAC20-131-390; 8VAC20-131-400). Under the Every Student Succeeds Act (ESSA), schools identified for comprehensive, targeted, and additional targeted support and improvement are required to develop plans based on a set criteria with state educational agency (SEA), local educational agency (LEA), and school approval (ESSA §1111(d)(1)(B); §1111(d)(2)(B)-(C))



Domain of Support	Description
Academic	Providing high-quality instructional materials, routines, and prioritized placement are critical to the successful operation of the school division, and focuses on alignment, engagement, rigor, and organizing staff based on need.
Staffing	Recruiting, allocating, and retaining teachers and principals to address schools and areas with the greatest needs, to include building capacity from those within and the retention of high-quality staff are integral to school division success.
Professional Learning	Managing a school building effectively by providing logistical support to maximize learning through clear calendars and master schedules; and targeting professional learning centered on the instructional cycle with a focus on student outcomes.

School Climate	Engaging with families and providing instructional materials, learning opportunities, and supports to improve attendance creates a welcoming culture. Connecting each student with an adult creates a safe and orderly environment.

Profile Information	
Division: Alexandria City Public Schools	**School:** Alexandria City High School
Executive Principal: Alexander Duncan, III	**Designations (if applicable):** Accredited with conditions

Stakeholder/Family Engagement

Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.

INTERNAL:

- Annually, the school leadership team assesses SOL performance data, as well as the school's graduation rate. The leadership team, then, engages in a CNA process to uncover what school practices are in/directly impacting the school's performance
- Each department participates in a needs assessment protocol (including academic and student support departments, i.e. counseling, etc.)
- A part of each department's annual planning is unpacking departmental data to engage in a CNA. The team uses this reflection, along with the school's vision, to inform their departmental goal and subsequent shared essential actions.

EXTERNAL:

- PTSA
- Community partners, i.e. Communities in Schools

Domain 1: Academic Supports	Content Area: Math

Barrier(s):

- Math CNA from Spring 2024
- Spring 2024 Math SOL testing revealed achievement gaps in our subgroups, as documented below. Table 1.1 includes the current (Spring 2024) pass rate;

the discrepancy from White students (achievement gap); and the increase or decrease from last year for each subgroup.

- 7 out of 8 subgroups, including White students, reported an increase from spring 2023 to spring 2024.

SMART Goal Statement:

- **SMART Goal: By June 2025, Alexandria City High School will increase the percentage of students meeting proficiency on the Algebra 1 SOL as measured by a reduction in the failure rate of at least 10% in the following identified subgroups in Math (Asian students-52%, Black students-51%, English Learners-44%, Hispanic students-43%).**

Evidence-Based Strategy Name: ● Teach students to intentionally choose from alternative algebraic strategies when solving problems (Recommendation 3, begins on page 32) Tier of Evidence: ● 2 (Moderate evidence)	Description: ● "By learning from and having access to multiple algebraic strategies, students learn to approach algebra problems with flexibility, recognizing when to apply specific strategies, how to execute different solution strategies correctly, and which strategies are more appropriate for particular tasks. This can help students develop beyond the memorization of one approach, allowing them to extend their knowledge and think more abstractly."
Student Measure #1: ● MAP test	Student Measure #2: ● Common Course Assessments
Staff Measure #1: ● Ensure that students enrolled in Algebra 1 take the MAP (% participation) ● Disaggregate data based on subgroups ● Identify students below grade level and create a plan for remediation ● Plans will be created and monitored in PLCs, documented in each PLC folder	Staff Measure #2: ● Collect and analyze common assessment data for students in Algebra 1 courses (% participation) ● Disaggregate data based on subgroups ● Identify students below grade level and create a plan for remediation ● Plans will be created and monitored in PLCs, documented in each PLC folder

Action Plan-Math			
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring

M1: Facilitate content-specific PLCs to develop and implement common assessments and unit plans aligned to the VDOE Standards of Learning.	August 2024	June 2025	• Campus principals • Academy principals • Instructional Coach • Math Specialist • PLC Leaders
M2: Academy Principals, the Math Specialist, and the Instructional Coach will monitor and provide feedback to teachers on the appropriateness and frequency of EBIs in their units of learning and common assessments.	August 2024 (monthly)	June 2025 (monthly)	• Academy principals • Math Specialist
M3: PLCs will track student progress, conduct monthly data dialogues, and collaborate on strategies to support tier 2 and tier 3 learners.	August 2024 (monthly)	June 2025 (monthly)	• Campus principals • Academy principals • Instructional Coach • Department Leaders
M4: Conduct quarterly instructional walkthroughs utilizing a common walkthrough form and reflection questions to guide the next steps.	August 2024 (Quarterly)	June 2025 (quarterly)	• Campus principals • Academy principals • Instructional Coach • Math Specialist • Department Leaders
M5: Teacher training sessions on the EBI will be conducted during both department and PLC meetings. Meeting agendas will include documentation of training activities and outline plans for providing ongoing support to teachers as they implement the EBI.	January 2025	June 2025	• Academy principals • Instructional Coach • Department Leaders • PLC Leaders

Domain 1: Academic Supports	Content Area: Science
Barrier(s): • Science CNA from Spring 2024 • Spring 2024 Science SOL testing showed an overall increase in proficiency from the previous year, from 60.68% to 62.87%. Despite eligibility, we did not meet the R10 threshold to increase to level 2. We remain in level 3 status for our 3 -year cumulative average.	
SMART Goal Statement:	

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- SMART Goal: By June 2025, Alexandria City High School will increase the percentage of students meeting proficiency on the Biology SOL as measured by reducing the failure rate by at least 10% overall in Science.

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Evidence-Based Strategy Name:
- Make data part of an ongoing cycle of instructional improvement.

Tier of Evidence:
- 4 (Has rationale)

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Description:
- “Teachers should adopt a systematic process for using data in order to bring evidence to bear on their instructional decisions and improve their ability to meet students’ learning needs. The process of using data to improve instruction, the panel believes, can be understood as cyclical. It includes a step for collecting and preparing data about student learning from a variety of relevant sources, including annual, interim, and classroom assessment data. After preparing data for examination, teachers should interpret the data and develop hypotheses about factors contributing to students’ performance and the specific actions they can take to meet students’ needs. Teachers then should test these hypotheses by implementing changes to their instructional practice. Finally, they should restart the cycle by collecting and interpreting new student performance data to evaluate their own instructional changes.” At ACHS, we will enact this cycle in course PLCs.

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Student Measure #1:
- Common Course Assessments

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Student Measure #2:
- Students will earn verified credit for their course

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Staff Measure #1:
- Collect and analyze common assessment data for students in Biology, Earth Science, and Chemistry courses (% participation)
- Disaggregate data based on subgroups
- Identify students below grade level and create a plan for remediation
- Plans will be created and monitored in PLCs, documented in each PLC folder

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Staff Measure #2:
- Lesson plan submission
- Feedback loop with administrators

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Action Plan-Science			
Action Steps (Describe the step and include who will implement	Start of Action Step	End of Action Step	Position Responsible for Monitoring

and how often it will be implemented)			
S1: Facilitate content-specific PLCs to develop and implement common assessments and unit plans aligned to the VDOE Standards of Learning.	August 2024	June 2025	• Campus principals • Academy principals • Instructional Coach • Science Specialist • PLC Leaders
S2: Instructional leadership teams will monitor and provide feedback to teachers on unit plans and common assessments.	August 2024 (monthly)	June 2025 (monthly)	• School-based administrators • Science Specialist
S3: PLCs will track student progress, conduct monthly data dialogues, and collaborate on strategies to support tier 2 and tier 3 learners.	August 2024 (monthly)	June 2025 (monthly)	• Campus principals • Academy principals • Instructional Coach • Department Leaders
S4: Conduct monthly instructional walkthroughs utilizing a common walkthrough form and reflection questions to guide the next steps	August 2024 (monthly)	June 2025 (monthly)	• Campus principals • Academy principals • Instructional Coach • Science Specialist • Department Leaders

Domain 1: Academic Supports	Content Area: English

Barrier(s): English CNA from Spring 2024

- Some texts are difficult for some students; they lack sufficient literacy skills to access
- Lack of sufficient reading course(s) to address literacy concerns
- Broad reported disengagement of students for the following reasons: Apathy, poor attendance, and cell phone use
- Spring 2024 English SOL testing revealed achievement gaps in our subgroups, as documented below. Table 1.3 includes the current (Spring 2024) pass rate, the discrepancy from White students (achievement gap), and the increase or decrease from last year for each subgroup. 7 out of 8 subgroups, including White students, had a decrease from spring 2023 to spring 2024.

SMART Goal Statement:

- By June 2025, Alexandria City High School will increase the percentage of students meeting proficiency on the English SOL as measured by a reduction in the failure rate of at least 10% in the following subgroups (English learners-24%, Asian students-55%, and Hispanic students-60%).

Evidence-Based Strategy Name: ● Provide direct and explicit comprehension strategy instruction. (Recommendation 2, begins on page 22) Tier of Evidence: ● 3 (Promising, but listed as Strong evidence)	Description: ● "Direct and explicit instruction is a powerful delivery system for teaching comprehension strategies. This finding comes from one of the five strong studies and from a number of other studies. Direct and explicit instruction involves a series of steps that include explaining and modeling the strategy, using the strategy for guided practice, and using the strategy for independent practice. Explaining and modeling include defining each of the strategies for students and showing them how to use those strategies when reading a text. Guided practice involves the teacher and students working together to apply the strategies to texts they are reading. This may involve extensive interaction between the teacher and students when students are applying the strategies to see how well they understand the particular text they are reading. Or, it may involve having students practice applying the strategies to various texts in small groups. Independent practice occurs once the teacher is convinced that students can use the strategies on their own. At that point, students independently practice applying the strategies to a new text."
Student Measure #1: ● MAP test	Student Measure #2: ● Common Course Assessments
Staff Measure #1: ● Ensure that students enrolled in English 9, English 10, English 11, and English 12 take the MAP (% participation) ● Disaggregate data based on subgroups ● Identify students below grade level and create a plan for remediation ● Plans will be created and monitored in PLCs, documented in each PLC folder	Staff Measure #2: ● Collect and analyze common assessment data for students in English courses (% participation) ● Disaggregate data based on subgroups ● Identify students below grade level and create a plan for remediation ● Plans will be created and monitored in PLCs, documented in each PLC folder

Action Plan-English			
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring
E1: Facilitate content-specific PLCs to develop and implement common assessments and unit plans aligned to the VDOE Standards of Learning.	August 2024	June 2025	• Campus principals • Academy principals • Instructional Coach • English Specialist • PLC Leaders
E2: Academy Principals, the English Specialist, and the Instructional Coach will monitor and provide feedback to teachers on the appropriateness and frequency of EBIs in their units of learning and common assessments.	August 2024 (monthly)	June 2025 (monthly)	• School-based administrators • English Specialist
E3: PLCs will track student progress, conduct monthly data dialogues, and collaborate on strategies to support tier 2 and tier 3 learners.	August 2024 (monthly)	June 2025 (monthly)	• Campus principals • Academy principals • Instructional Coach • Department Leaders
E4: Conduct quarterly instructional walkthroughs utilizing a common walkthrough form and reflection questions to guide the next steps.	August 2024 (quarterly)	June 2025 (quarterly)	• Campus principals • Academy principals • Instructional Coach • English Specialist • Department Leaders
E5: Teacher training sessions on the EBI will be conducted during both department and PLC meetings. Meeting agendas will include documentation of training activities and outline plans for providing ongoing support to teachers as they implement the EBI.	January 2025	June 2025	• Academy principals • Instructional Coach • Department Leaders • PLC Leaders

Domain II: Staffing Supports

Barrier(s):

- Low staff morale (results from staff surveys) and low retention rates
- The high school struggled to secure staffing in key academic areas, i.e. math, science, and special education, which impacts student access to highly qualified instruction
- Teachers reporting burnout and exhaustion due to increasing demands from the division and school administrators
- Evolving leadership creates low buy-in, low morale, and inconsistent instructional expectations
- Each year, natural turnover includes teachers who retire or move out of the area for personal reasons (not job dissatisfaction)

SMART Goal Statement:

- By June 2025, at least 80% (243) of all staff at Alexandria City High School will plan to return to ACHS in the 2025-2026 school year.

(Evidence-based) Strategy Name: New Teacher/Mentoring Program **Tier of Evidence:** (3) Promising Evidence	**Description:** ● A New Teacher/Mentoring program will support staff concerns as they arise which help address staff morale. As staff feel empowered to address school concerns, this will help with staff retention. The implementation of a mentoring program for first year and new teachers to the school will also help support teachers' social/emotional well-being to discourage exhaustion.
Student Measure #1: ● Twice a year, students will complete a student survey to provide teachers with positive feedback on the student experience in the course.	**Student Measure #2:** ● School leadership, i.e. staff and admin, will implement quarterly celebrations to recognize student progress, focusing on departmental milestones, in teachers' classes
Staff Measure #1: ● Every quarter, new teachers to ACPS and experienced teachers will participate in the new teachers' program and engage in targeted professional learning	**Staff Measure #2:** ● Results from the Equity Climate Survey will be analyzed for any category reported below 80% related to Sense of Belonging or School Culture and develop teacher interventions to address deficiencies.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring
● Students will complete a student-centered survey to collect student feedback data on the classroom experience	Once during Quarter 2	Once during Quarter 3	● School Staff ● School administration

● Develop staff celebrations to highlighting student achievement by each department (ParentSquare, Facebook, Meeting Agendas, Titan Weekly)	End of Quarter 2, 3, 4	End of Quarter 2, 3, 4	● Sunshine Committee lead(s) ● Departmental Leaders ● School Administrators
● Implement new teacher specific professional learning and have mentors engage with new teachers on implementation of professional learning topics	Quarter 1, 2, 3, 4	Quarter 1, 2, 3, 4	● New Teacher Coordinators
● Administer the intent to return form and follow up with teachers based on response ○ We're glad you're staying ○ Are you willing to say why you want to leave ○ Is there anything that might change your mind?	December 2024 (Distribute)	January 2025 (Analyze and follow up)	● ACPS Human Resources ● School Administrators

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

- *Implementing*- School administration will work with staff leadership to develop mentoring opportunities for staff and students, e.g. staff interested in administrative roles and staff-to-student mentoring programs, to support advancing student achievement.
- *Monitoring*- The executive ACHS administrative team will support the New Teacher Program to monitor staff involvement and ensure adequate leadership support.-Studies show that teachers participating in new teacher orientation have higher job satisfaction, commitment, or retention.
- *Evaluate*- Administration will evaluate student and staff surveys to determine the effectiveness of the mentoring efforts

<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
<u>Analysis</u>: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
● Student Survey	
● Staff survey data, i.e. Equity Climate and VA School Survey	
● Professional Learning Calendar and new teacher PD artifacts	

Domain III: Organizational Learning Supports

Barrier(s):

- As of SY23-24, the high school had no professional learning plan
- Lack of common planning makes intentional planning difficult
- Evolving staff has caused disparate professional learning needs. Some staff have not been trained in Kagan, AVID, and/or project based learning (PBL)
- Staff confusion regarding the implementation of *The Academies of Alexandria City* has caused some staff to disengage

SMART Goal Statement:

- By June 2025, Alexandria City High School will implement a professional learning plan that provides teachers support with deeper learning activities, i.e. instructional differentiation and project based learning, to increase the percentage of students meeting proficiency on science and math EOC assessments as measured by a reduction in failure rate of at least 10% in each content area.

(Evidence-based) Strategy Name:	**Description:**
• Use professional learning communities to plan for instructional strategies that address multiple cognitive levels of students' needs **Tier of Evidence:** (1) Strong Evidence	• Professional learning will be differentiated for staff and will highlight project based learning and differentiating instruction, with specific focus on the learning process and student product; these professional learning opportunities for staff will provide structures needed to support differentiated learning experiences for students.
Student Measure #1: • Every quarter, students will engage in a deeper learning reflection activity that highlights their work with the project they'll showcase during the project based learning celebration event.	**Student Measure #2:** • All students will have access to at least one PBL by the end of the fourth quarter, that's aligned with Virginia Department of Education curricular standards and includes real-world exploratory opportunities.
Staff Measure #1: • Every quarter, professional learning opportunities and other supports (i.e. PBL coaches, Instructional Coach, Academy Leads, Academy Coach) will be offered to teachers so they can develop unit plans that implement student engagement strategies including PBL, and are aligned with the Virginia Department of Education's curricular standards.	**Staff Measure #2:** • Every quarter, teachers will engage in a deeper learning reflection activity focused on the Gold Standard Elements of PBL. Their reflection will focus on the incorporation of these Gold Standard PBL Elements in their lesson plans and the impact on their classroom.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**
OLS1: Develop and administer student-facing self-assessment rubrics aligned with project learning objectives.	August 2024	June 2025	• School Staff (admin/instructional) • Instructional Coach • Instructional/Academy coach
OLS2: Implement a tracking calendar to monitor current and future PBL projects	August 2024	June 2025	• School Administrators • Staff Leadership

			• Instructional/Academy Coach
OLS3: Maintain a professional development calendar and reports of teacher participation.	August 2024 (Quarter 1)	January 2025 (Quarter 2)	• School Administrators • Staff Leadership • Curriculum specialists • Instructional/Academy Coach • Ed Programming
OLS4: Develop and administer staff-facing self-assessment rubrics aligned with project learning objectives.	August 2024 (Quarter 1)	June 2025 (Quarter 4)	• School Staff • PBL coaches • Academy Lead • Instructional/Academy Coach • School Administrators

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The professional learning specialist will provide ongoing, bi-monthly professional learning to all instructional coaches, focusing on understanding and using the Standards for Professional Learning, defining role clarity and expectations, and implementing professional learning communities and protocols for coaching conversations. The professional learning specialist will also support instructional coaches in reviewing professional learning implementation and feedback data, developing coaching actions through office hours and school visits, and training professional learning course creators at each school on how to create, manage, and monitor courses within our online platform in alignment with the Standards for Professional Learning.

- *Implementing*- School administration will work with staff leadership to develop staff-led professional learning opportunities, as well as a consistent professional learning structure for staff. for staff and students, e.g. staff interested in administrative roles and staff-to-student mentoring programs, to support advancing student achievement.
- *Monitoring*- The executive ACHS administrative team will work with the team of teacher leaders leading staff professional learning to monitor staff involvement and ensure adequate leadership support.
- *Evaluate*- Administration will collaborate with the Department of Teaching, Learning, and Leadership to evaluate staff feedback, i.e. professional learning exit tickets and staff surveys, to determine the effectiveness of the professional learning efforts

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
• Professional Learning Calendar	
• Staff surveys (measuring their participation in monthly professional learning opportunities)	
• Community feedback (from their students' involvement in the PBL celebration events)	

Domain IV: School Climate Supports

Barrier(s):

- Black and Hispanic students, as well as English learners, students with disabilities, and economically disadvantaged students are disproportionately suspended in school due to violent/aggressive acts thus impacting their attendance and access to education and support.
- Black and Hispanic students, as well as English learners, students with disabilities, and economically disadvantaged students display a greater deal of apathy in the school as evidenced by voluntary removals (skipping classes, disrupting classes, etc)
- Some staff struggle with low expectations for Black and Hispanic students, as well as English learners, students with disabilities, and economically disadvantaged students' ability to achieve at higher levels (academically).
- Due to a lack of connection within the school community (engagement, lack of assistance/support, not connected with an adult), Black and Hispanic students, as well as English learners, students with disabilities, and economically disadvantaged students develop peer groups that may encourage non-academic/negative behaviors.

SMART Goal Statement:

- By June 2025, Alexandria City High School will implement strategies to reduce the dropout rate for students where our dropout rate is over 10%, including our males, Hispanic students, students with disabilities, and English learners.
    - Supporting data for graduation rates of subgroups at ACHS in spring of 2024 can be found on the VDOE School Quality Profile

(Evidence-based) Strategy Name:	**Description:**
• Expand the graduation monitoring lens to include implementation of strategies for students across all grades 9-12 • Monitor the progress of all students, and proactively intervene when students show early signs of attendance, behavior, or academic problems. (WWC Practice Guide: Preventing Dropout in Secondary Schools-2017) **Tier of Evidence:** (1) Strong Evidence	• An expanded view of the high school's graduation readiness will allow graduation readiness monitoring to include 9th-12th graders and create space for more student engagement initiatives, such as student centered mentoring efforts targeted on specific student demographics
Student Measure #1: • Every quarter, students for all grade levels will engage in graduation readiness discussions during their advisory classes, which will be measured by a participation rate of a readiness checklist of 90% or greater. positive peer mentoring/supports (peer-to-peer mentoring)	**Student Measure #2:** • By the end of the second quarter, students that demonstrated tier two and three behavioral concerns will engage in a targeted mentoring support or established interventions resulting in a decrease in targeted behaviors and an increase in class attendance by 5% by June 2025 (4th quarter)
Staff Measure #1: • Every quarter, teachers will have access to on-going "connection before content" student engagement support/learning opportunities designed to support the increase in student attendance and engagement with a final improvement of 5% each quarter	**Staff Measure #2:** • By the fourth quarter, teachers will engage in professional learning opportunities that develop student connections and encourage student engagement in the project based learning student showcase with a final improvement of 5% by June 2025

Action Plan			
Action Steps (Describe the step and include who will implement and how often it will be implemented)	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**

SCS1: Continue implementing a comprehensive progress monitoring system of tracking and monitoring progress across academies and grade levels, i.e. graduation task force	August 2024 (monthly)	June 2025 (monthly)	• Executive Principal • Lead Admin of Student Support • Deans of Students / Academy Principals • Director of School Counseling
SCS2: Implement school-wide mentoring programs, such as: - Youngins-In-Progress targeting hispanic males - Communities in Schools targeting recently exited IA students and African American students (Tier 2 or 3 for academics and/or behavior) - Student Services mentoring efforts targeting African American females and males	August 2024 (monthly)	June 2025 (monthly)	• Staff leaders • Lead Admin of Student Support • Department of Student Services
SCS3: Continue implementing a school-wide MTSS framework to align student support and progress monitoring efforts	August 2024 (monthly)	June 2025 (monthly)	• SIT Team (Deans, APs, Counselors, Social Workers, Nurses, Truancy Specialists, other) • Lead Admin of Student Support • Department of Student Services

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

- *Implementing*- School administration will work with school based student support teams to develop resources that support staff connection with students, as well as additional staff-to-student mentoring structures to support advancing student achievement.
- *Monitoring*- The executive ACHS administrative team will work with the team of SST leaders to monitor staff involvement and ensure adequate leadership support.
- *Evaluate*- Administration will collaborate with the Department of Student Services and Truancy Specialist to evaluate staff feedback and determine the effectiveness of connection efforts

<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
<u>Analysis</u>: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Graduation Task Force	Monthly Meetings and Data Analysis
MTSS Implementation: School-wide and academy	Student Intervention Team Meeting and Progress Monitoring Efforts
ACHS MTSS Referral data, i.e. behavioral, academic, and attendance	Data Analysis Examining Trends in Data, i.e. decline in behavioral data, etc.
Quarterly Academic Data	Data Analysis Examining Trends in Data, i.e. academic performance, etc.