

Virginia's Comprehensive School Improvement Plan

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
- Organizational 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
<u>Academic</u>	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.
<u>Staffing</u>	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.
<u>Organizational Learning</u>	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.
<u>School Climate</u>	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
Principal: Lance Harrell	Designations (if applicable): TSI (SY 24-25)
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. Alexandria City High School routinely involves both internal and external stakeholders in all phases of the school improvement process, ensuring a collaborative and data-informed approach to continuous improvement. Internally, the school leadership team annually reviews Standards of Learning (SOL) performance data and the school's graduation rate. This comprehensive review initiates a structured Comprehensive Needs Assessment (CNA) process, which was used to identify the underlying practices—both direct and indirect—that are influencing student outcomes. Each academic and student support department actively participates in this CNA protocol. As part of their annual planning, departments analyze relevant performance data, reflect on departmental practices, and align their goals with the broader school vision. These department-specific reflections and goals contribute directly to the selection of evidence-based strategies and the formulation of shared essential actions across the school. Externally, the school engages with key stakeholders such as the Parent Teacher Student Association (PTSA) and community partners like Communities in Schools. These partners are included in the improvement process by providing input during needs assessments, supporting the development and implementation of strategies, and collaborating in the evaluation of progress. Their perspectives ensure that the plan remains responsive to the broader school community's needs and leverages external resources and support systems. Through this integrated approach, the school ensures a consistent, inclusive cycle of improvement that is grounded in evidence, reflective practice, and stakeholder collaboration.	

Domain I: Academic Supports

Content Area:

Reading

Problem Statement:

The lack of consistent implementation and utilization of standards-based units and common assessments leads to inconsistent evaluation of student performance, which restricts effective data analysis and undermines efforts to achieve equitable learning outcomes.

Barrier(s):

- Students in some subgroups are not meeting end of year literacy benchmarks.
- Teachers don't believe Common Assessments are a true measure of student learning
- PLC needs to align scoring (inter-rater reliability)
- Is the Common Assessment aligned to standards AND what was taught in the classroom?
- PLC culture
- Documentation of CNA

SMART Goal Statement:

By June 2026, 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 each federal subgroup.

Strategy

(Evidence-Based) Strategy Name:

Provide opportunities for extended discussion of text meaning and interpretation.

Tier of Evidence:

Moderate ▾

Description:

Teachers should provide opportunities for students to engage in high-quality discussions of the meaning and interpretation of texts in various content areas as one important way to improve their reading comprehension. These discussions can occur in whole-class groups or in small student groups under the general guidance of the teacher. Discussions that are particularly effective in promoting students'

comprehension of complex text are those that focus on building a deeper understanding of the author's meaning or critically analyzing and perhaps challenging the author's conclusions through reasoning or applying personal experiences and knowledge. In effective discussions students have the opportunity to have sustained exchanges with the teacher or other students, present and defend individual interpretations and points of view, use text content, background knowledge, and reasoning to support interpretations and conclusions, and listen to the points of view and reasoned arguments of others participating in the discussion.

Measures

Student Measure #1:

By June 2026, 75% of students enrolled in standard and honors English classes (9, 10, 11, and 12) will demonstrate proficiency on PLC-developed common assessments.

Staff Measure #1:

- a. In quarterly walkthroughs, 80% of ACHS teachers will be observed to at least partially demonstrate the teaching of the EBI as measured through the EBI walkthrough form during Quarter 1, 80% of teachers observed will fully demonstrate the teaching of the EBI during Quarter 2, and 100% of the teachers observed will fully demonstrate the teaching of the EBI in quarter 3.
- b. In quarterly unit plan audits, 100% of English

			9, 10, 11, and 12 teachers will record the intent to teach or prompt the use of the EBI in their unit plans.
Student Measure #2:	By June 2026, 75% of students enrolled in standard and honors English 9, 10, 11, and 12 will meet their growth goal in MAP from fall-winter and winter-spring.	Staff Measure #2:	a. By June 2026, 100% of standard and honors English 9, 10, 11, and 12 teachers will administer the PLC-developed or district-identified unit assessments to 100% of their class periods. b. English PLCs (Eng 9, 10, 11, and 12) will complete a common assessment worksheet each quarter using data from common assessments.

Reading: Action Plan					
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Training for staff (administrators, teachers) on the EBI Walkthrough Form, discussion-based strategies, and unit planning expectations for the EBI. 1a. The engagement PD series will specifically include tiered AVID strategies to support rich questioning and inquiry-based discussion.	- Coaches - APs - ELA Curriculum Specialist	Aug. 2025 ▾	Sept. 2025 ▾	Not started ▾

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
2	Create and distribute a calendar with dates for unit plan audits and EBI walkthroughs (quarterly) with all stakeholders.	- Coaches - English 9, 10, 11, and 12 PLC leads	Aug. 2025 ▾	Sept. 2025 ▾	Not started ▾
3	Construct feedback loops to ensure instruction and pedagogical methodologies are aligned to an English standards-based classroom and to inform teachers on how to identify areas of focus for planning, acting, and continuously improving by implementing what has been learned in PD.	- Teachers - Coaches - APs for English department - ELA Curriculum Specialist	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
4	English 9, 10, 11, and 12 teachers and co-teachers (SPED and EL) will participate in content-specific PLCs to develop and implement common assessments, common rubrics focused on the EBI, and unit plans aligned to the VDOE Standards of Learning. 4a. Indicators 1, 2, 3, and 4 from the updated AVID CCI School-Wide Tool will be used to inform planning and monitor progress in this area.	- Teachers - ELA Curriculum specialist - Coaches - English 9, 10, 11, 12 PLC leads	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
5	English 9, 10, 11, and 12 teachers will assign Lexia Power Up to students who fall below the 40th percentile on the fall reading MAP assessment, and report their progress	- Teachers - Students - Coaches	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	monthly in PLC meetings as documented in the agenda.	- English 9, 10, 11, 12 PLC leads			
6	Establish and maintain a consistent meeting cadence (e.g., bi-weekly or monthly) for EBI progress monitoring and Common Assessment monitoring, ensuring that all responsible staff regularly review data, track implementation of strategies, and make real-time adjustments to support goal attainment.	-PLC leads -Admin Team -Coaches	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
7	Implement the evidence-based literacy initiative schoolwide across all content areas, with a targeted emphasis on integrating student engagement strategies to support reading, writing, and academic discourse in every classroom.	-PLC leads -Admin Team -Coaches	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
8	All English PLCs will receive training on AVID AVID-focused note-taking method before the end of the 1st quarter.	-Coaches-AVID -Admin	Aug. 2025 ▾	Oct. 2025 ▾	Not started ▾
9	Focused note-taking methods will be incorporated in each unit of instruction.	-Coaches-AVID -Teachers	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Aug. 2025 ▾	EBI Walkthrough and Unit Planning Training for teachers and administrators	Training Agenda, Attendance, and Slides	
Sept. 2025 ▾	EBI Unit Plan Audit	Unit Plan Audit Worksheet	
Oct. 2025 ▾	EBI Walkthrough	EBI Walkthrough Cross-Campus Worksheet	
Nov. 2025 ▾	Q1 chat	- Q1 Chat Pre-Work Slides - PLC Common Assessment Worksheet	
Dec. 2025 ▾	EBI Unit Plan Audit	Unit Plan Audit Worksheet	
Jan. 2026 ▾	EBI Walkthrough	EBI Walkthrough Cross-Campus Worksheet	
Jan. 2026 ▾	Q2 chat	- Q2 Chat Pre-Work Slides - PLC Common Assessment Worksheet	
Feb. 2026 ▾	EBI Unit Plan Audit	Unit Plan Audit Worksheet	
Mar. 2026 ▾	EBI Walkthrough	EBI Walkthrough Cross-Campus Worksheet	
Mar. 2026 ▾	Q3 chat	- Q3 Chat Pre-Work Slides - PLC Common Assessment Worksheet	
Apr. 2026 ▾	CNA with 25-26 data	Artifacts from CNA	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
May 2026 ▾	Q4 Final Status Report		

Reading: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Domain I: Academic Supports

Content Area:

Mathematics

Problem Statement:

The lack of consistent implementation and utilization of standards-based units and common assessments leads to inconsistent evaluation of student performance, which restricts effective data analysis and undermines efforts to achieve equitable learning outcomes.

Barrier(s):

- Students in some subgroups are not meeting end of year math benchmarks.
- Teachers don't believe Common Assessments are a true measure of student learning
- PLC needs to align scoring (inter-rater reliability)
- Is the Common Assessment aligned to standards AND what was taught in the classroom?
- PLC culture
- Documentation of CNA

SMART Goal Statement:

By June 2026, Alexandria City High School will increase the percentage of students meeting proficiency on the Algebra 1, Geometry, and Algebra 2 SOLs as measured by a reduction in the failure rate of at least 10% in each federal subgroup from the spring 2025 baseline.

Strategy

(Evidence-Based) Strategy Name:

Teach students to intentionally choose from alternative algebraic strategies when solving problems.

Tier of Evidence:

Moderate ▾

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.

Video description (Recommendation 3 begins at the 2:37 mark)

Measures

Student Measure #1:

70% of students enrolled in Algebra 1, Algebra 2, and Geometry will demonstrate proficiency on PLC-developed or district-identified unit assessments in each instructional unit.

Staff Measure #1:

- a. In quarterly walkthroughs, 80% of math teachers will be observed to at least partially demonstrate the teaching of the EBI as measured through the EBI walkthrough form during Quarter 1, 80% of teachers observed will fully demonstrate the teaching of the EBI during Quarter 2, and 100% of the teachers observed will fully demonstrate the teaching of the EBI in quarter 3.
- b. In quarterly unit plan audits, 100% of Algebra 1 teachers will record the intent to teach or prompt the use of the EBI in their unit plans.

Student Measure #2:

By June 2026, 70% of students enrolled in Algebra 1, Algebra 2, and Geometry will improve their scores across 2 administrations.

Staff Measure #2:

- a. By June 2026, 100% of Algebra 1, Algebra 2, and Geometry teachers will administer the PLC-developed or district-identified unit assessments to 100% of their class periods.
- b. The Algebra 1, Algebra 2, and Geometry PLCs will complete a common assessment worksheet each quarter using data from the district benchmarks.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Training for staff (administrators, Algebra teachers) on the EBI Walkthrough Form and unit planning expectations for EBI.	- Coaches - PLC leads - APs	Aug. 2025 ▾	Sept. 2025 ▾	Not started ▾
2	Create and distribute a calendar with dates for unit plan audits and EBI walkthroughs (quarterly).	- Coaches - PLC leads - APs	Aug. 2025 ▾	Sept. 2025 ▾	Not started ▾
3	Construct feedback loops to ensure instruction and pedagogical methodologies are aligned to an Algebra standards-based classroom and to inform teachers on how to identify areas of focus for planning, acting, and continuously improving by implementing what has been learned in PD.	- Coaches - PLC leads - APs - CAs	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
4	Algebra 1 teachers and co-teachers (SPED and EL) will participate in a content-specific PLC to develop and implement common assessments and unit plans aligned to the VDOE Standards of Learning.	- Coaches - PLC leads - APs	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
5	All math PLCs will receive training on AVID-focused notetaking methods before the end of the 1st Quarter.	-Coaches -AVID team -Teachers	Aug. 2025 ▾	Oct. 2025 ▾	Not started ▾
6	Focused notetaking methods will be incorporated in each	-Coaches	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	unit of instruction.	-Teachers -AVID team			
7	Establish and maintain a consistent meeting cadence (e.g., bi-weekly or monthly) for EBI progress monitoring and Common Assessment monitoring, ensuring that all responsible staff regularly review data, track implementation of strategies, and make real-time adjustments to support goal attainment.	-Admin -Coaches -PLC Leads	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Aug. 2025 ▾	EBI Walkthrough and Unit Planning Training for teachers and administrators	Training Agenda, Attendance, and Slides	
Sept. 2025 ▾	EBI Unit Plan Audit	Unit Plan Audit Worksheet	
Oct. 2025 ▾	EBI Walkthrough	EBI Walkthrough Cross-Campus Worksheet	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Nov. 2025 ▾	Q1 chat	- Q1 Chat Pre-Work Slides - PLC Common Assessment Worksheet	
Dec. 2025 ▾	EBI Unit Plan Audit	Unit Plan Audit Worksheet	
Jan. 2026 ▾	EBI Walkthrough	EBI Walkthrough Cross-Campus Worksheet	
Jan. 2026 ▾	Q2 chat	- Q2 Chat Pre-Work Slides - PLC Common Assessment Worksheet	
Feb. 2026 ▾	EBI Unit Plan Audit	Unit Plan Audit Worksheet	
Mar. 2026 ▾	EBI Walkthrough	EBI Walkthrough Cross-Campus Worksheet	
Mar. 2026 ▾	Q3 chat	- Q3 Chat Pre-Work Slides - PLC Common Assessment Worksheet	
Apr. 2026 ▾	CNA with 25-26 data	Artifacts from CNA	
May 2026 ▾	Q4 Final Status Report	- School-wide Q4 Chats - PLC Common Assessment Worksheet	

Mathematics: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Domain I: Academic Supports

Content Area:

Science

Problem Statement:

The lack of consistent implementation and utilization of standards-based units and common assessments leads to inconsistent evaluation of student performance, which restricts effective data analysis and undermines efforts to achieve equitable learning outcomes. Common assessments show significant gaps in applying scientific concepts to problem-solving.

Barrier(s):

- Students in some subgroups are not meeting end of year science benchmarks.

Teacher preparation and confidence

- Discomfort with shifting from content expert to learning guide
- Uncertainty about managing open-ended learning environments

Time and curriculum constraints

- Pressure to cover mandated content standards
- Rigid pacing guides that limit flexibility

Assessment challenges

- Standardized testing focused on content recall rather than process skills
- Difficulty in developing valid measures for inquiry competencies

Student adjustment

- Initial struggle with increased cognitive demands
- Resistance to greater personal responsibility for learning
- Varied preparation for independent scientific thinking

Scalability and consistency

- Ensuring fidelity of implementation across classrooms– teacher preparation and

- confidence
- Discomfort with shifting from content expert to learning guide
- Uncertainty about managing open-ended learning environments
- Time and curriculum constraints
- Pressure to cover mandated content standards
- Rigid pacing guides that limit flexibility
- Assessment challenges
- Standardized testing focused on content recall rather than process skills
- Difficulty in developing valid measures for inquiry competencies
- Student adjustment
- Initial struggle with increased cognitive demands
- Resistance to greater personal responsibility for learning
- Varied preparation for independent scientific thinking
- Scalability and consistency
- Ensuring fidelity of implementation across classrooms
- Documentation of CNA

SMART Goal Statement:

By June 2026, Alexandria City High School will increase science literacy for all students by ensuring that 100% of science units across all courses include at least two opportunities for students to build science skills (e.g., data analysis, experimentation, argumentation) and provide explicit instruction and reinforcement of key scientific vocabulary, as measured by common unit plans and common assessments.

Strategy

(Evidence-Based)
Strategy Name:

Explicit vocabulary instruction.

Tier of Evidence:

Strong ▾

Description:

Teachers should provide students with explicit vocabulary instruction both as part of reading and language arts classes and as part of content area classes such as science and social studies. By giving students explicit instruction in vocabulary, teachers help them learn the meaning of new words and strengthen their independent skills of constructing the meaning of text.

Measures

Student Measure #1:

By June 2026, 70% of science students will demonstrate proficiency on PLC-generated common performance assessments.

Staff Measure #1:

Each quarter, 100% of science teachers will integrate at least two science skill-building strategies—such as data analysis, scientific reasoning, or claim-evidence reasoning—into instruction, with a consistent emphasis on explicit vocabulary development to support science literacy across all student groups as measured by unit plan templates.

Student Measure #2:

By June 2026, 70% of students in biology courses will demonstrate proficiency on district-provided benchmarks.

Staff Measure #2:

The Biology PLC will complete a common assessment each quarter using data from the district benchmarks.

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Training for staff (administrators, Biology teachers) on the EBI Walkthrough Form and unit planning expectations for EBI.	- Coaches - APs	Aug. 2025 ▾	Sept. 2025 ▾	Not started ▾
2	Construct feedback loops to ensure instruction and pedagogical methodologies are aligned to a science standards-based classroom and to inform the teacher on how to identify areas of focus for planning, acting, and continuously improving by implementing what has been learned in PD.	- Coaches - APs	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
3	Biology teachers and co-teachers (SPED and EL) will participate in a content-specific PLC to develop and implement common assessments and unit plans aligned to the VDOE Standards of Learning.	- APs - PLCs - Teachers	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
4	All science PLCs will receive training on AVID-focused notetaking methods before the end of the 1st quarter.	-PLCs -Teachers -Coaches -AVID team	Aug. 2025 ▾	Oct. 2025 ▾	Not started ▾
5	Focused notetaking methods will be incorporated in each unit of instruction.	-Teachers -Coaches -AVID team	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Aug. 2025 ▾	EBI Walkthrough and Unit Planning Training for teachers and administrators	Training Agenda, Attendance, and Slides	
Sept. 2025 ▾	EBI Unit Plan Audit	Unit Plan Audit Worksheet	
Oct. 2025 ▾	EBI Walkthrough	EBI Walkthrough Cross-Campus Worksheet	
Nov. 2025 ▾	Q1 chat	- Q1 Chat Pre-Work Slides - PLC Common Assessment Worksheet	
Dec. 2025 ▾	EBI Unit Plan Audit	Unit Plan Audit Worksheet	
Jan. 2026 ▾	EBI Walkthrough	EBI Walkthrough Cross-Campus Worksheet	
Jan. 2026 ▾	Q2 chat	- Q2 Chat Pre-Work Slides - PLC Common Assessment Worksheet	
Feb. 2026 ▾	EBI Unit Plan Audit	Unit Plan Audit Worksheet	
Mar. 2026 ▾	EBI Walkthrough	EBI Walkthrough Cross-Campus Worksheet	
Mar. 2026 ▾	Q3 chat	- Q3 Chat Pre-Work Slides - PLC Common Assessment Worksheet	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Apr. 2026 ▾	CNA with 25-26 data	Artifacts from CNA	
May 2026 ▾	Q4 Final Status Report	PLC Common Assessment Worksheet	

Science: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Domain II: Staffing Supports

Problem Statement:

There is a critical need to develop and implement comprehensive and differentiated support systems that equip both new and experienced teachers with the skills and resources necessary for effective tier 1 instruction, thereby improving teacher satisfaction and retention.

Barrier(s):

- Our pool is a puddle
- School reputation may hinder recruitment and retention
- Not enough support to develop new teachers fully
- Lack of classroom management training
- Lack of consistent and differentiated professional development

SMART Goal Statement:

By the end of the 2025-2026 academic year, there will be a 15% increase in the average job satisfaction scores from fall to spring, reported by both new and experienced teachers on relevant survey items.

Strategy

(Evidence-Based) Strategy Name:

Promote teacher engagement and create a supportive school climate (link)

Tier of Evidence:

Tier 1 - Strong

Description:

Fostering teacher well-being, promoting engagement, creating a supportive school climate, and monitoring retention and attrition are key strategies for increasing job satisfaction and reducing teacher turnover. When schools actively support teacher well-being—through mental health resources, manageable workloads, and work-life balance—they help educators feel valued and capable of sustaining their commitment to teaching. Promoting teacher engagement by involving staff in decision-making, recognizing their efforts, and offering opportunities for professional growth leads to a deeper sense of purpose and connection to the school community. A supportive school climate, where collaboration, respect, and open communication are the

norm, builds trust and fosters positive relationships among staff and leadership. Finally, consistently monitoring teacher retention and attrition allows school leaders to identify trends, address root causes of dissatisfaction, and implement targeted interventions. Together, these strategies create a professional environment where teachers are more likely to thrive, remain committed, and contribute meaningfully to student success.

Measures

Student Measure #1:

Staff Measure #1:

By June 2026, teachers will report increased levels of job satisfaction as measured by a staff survey administered 2 times per year.

Student Measure #2:

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 professional growth areas.

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Promote teaching engagement by celebrating staff through a variety of strategies such as launching the Titan Agora, which celebrates staff through student achievements, shouting out teachers in weekly newsletter emails, and highlighting student and staff work in the Titan Weekly.	-ACHS Administrators	Sept. 2... ▾	May 2026 ▾	Not started ▾
2	Create a supportive environment by establishing organizational structures that clearly define communication channels and feedback loops.	-New teacher Mentor -Administrators	Aug. 2025 ▾	May 2026 ▾	Not started ▾
3	Assign a dedicated administrator to oversee the new teacher cohort, ensuring alignment with school priorities, fostering positive morale, and serving as a consistent source of guidance and mentorship throughout the school year.	-Admin -New teacher mentor	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
4	Establish a staff-led committee focused on teacher morale and support, dedicated to fostering a positive, solution-oriented culture through inclusive programs and activities that engage and uplift all staff members.	-Admin -New teacher mentor	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
5	Develop and administer a staff survey twice per year to measure teacher job satisfaction, identify trends, and inform strategies for improving workplace culture and support.	-Admin	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	- New teacher orientation program - Welcome back activities for all staff	- Attendance records for orientation and welcome activities - Baseline satisfaction survey results	
Oct. 2025 ▾	- First quarterly new teacher program meeting - Professional learning communities (PLCs) kick-off - First round of classroom observations	- New teacher program attendance and feedback form - PLC meeting minutes and action plans - Observation feedback documentation	
Nov. 2025 ▾	- Second new teacher program meeting - Parent-teacher conference support systems	- Conference preparation supports utilization - Monthly pulse survey (Feedback Fridays)	
Dec. 2025 ▾	- End-of-semester celebration - Mid-year teacher check-ins - Peer observation program review	- Mid-year check-in documentation - Peer observation feedback forms	
Jan. 2026 ▾	- New semester kick-off - Professional development based on mid-year data - Teacher voice committee meeting (DCs?)	- PD attendance and feedback forms - Teacher voice committee minutes	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Intent to return preliminary survey		
Feb. 2026 ▾	- Third new teacher program meeting - Teacher appreciation week activities - Pulse Check - Feedback Fridays	New teacher meeting feedback	
Mar. 2026 ▾	Spring Equity Climate Survey administration	Equity Climate Survey results	
Apr. 2026 ▾	Intent to return data		
May 2026 ▾	- Teacher Appreciation Week - Exit interviews for departing staff	- Celebration attendance and feedback - Exit interview themes	
Jun. 2026 ▾	Comprehensive year-end analysis	Year-end analysis report	

Staffing: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
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Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]

Domain III: Organizational Learning Supports

Problem Statement:

Professional development lacks relevance to our school's needs and reveals an instructional design gap that impacts engagement and can be addressed through aligning the school's vision to the district's vision to teacher needs.

Barrier(s):

- Teacher skill development takes time and many teachers are new
- Mixed messages from Central Office with an inconsistent evaluation during Quarterly Chats and Walk Throughs about what our focus should be
- Lack of a consistent PD theme for the year that is aligned with district and school goals

SMART Goal Statement:

By June 2026, ACHS will implement a structured professional development program with a unifying focus on improving student engagement, ensuring that 100% of PD sessions are aligned under a common instructional framework. Each session will include actionable strategies, opportunities for collaborative planning, and embedded feedback mechanisms. At least 85% of participating teachers will report, through end-of-session surveys and follow-up reflections, that the PD was relevant, applicable to their practice, and that feedback was used to inform future sessions.

Strategy

(Evidence-Based) Strategy Name:

Adopt a continuous professional learning cycle grounded in Learning Forward's framework, where professional development is:

- Coherent – Aligned with school improvement goals and instructional priorities (e.g., student engagement).
- Sustained – Delivered over time, rather than one-off workshops.
- Collaborative – Involving peer interaction, coaching, and professional learning communities (PLCs).

Description:

A strong evidence-based strategy that supports the need for a comprehensive and coherent professional development (PD) plan is the Learning Forward's Standards for Professional Learning, specifically the "Learning Designs" and "Implementation" standards. These standards emphasize that sustained, job-embedded, and collaborative PD, when intentionally aligned with school goals and teacher needs, leads to measurable improvements in teaching practice and student outcomes.

- Data-informed – Driven by teacher feedback, student performance data, and classroom observations.
- Feedback-driven – Includes mechanisms for collecting, analyzing, and responding to teacher input to refine PD.

Evidence: Research from *Darling-Hammond et al. (2017)* found that effective professional development shares key features, including being content-focused, active, collaborative, and reflective—traits embedded in this comprehensive approach. Moreover, schools that adopted coherent PD systems showed higher levels of teacher retention, improved instructional practice, and gains in student achievement.

Tier of Evidence: Strong

Measures

Student Measure #1:

By the end of the fourth quarter, all Government, US/VA History, World History, and World Geography students will engage in at least one learning experience that is aligned with the Virginia Department of Education curricular standards and includes real-world, exploratory opportunities designed to deepen understanding and foster meaningful connections across content areas.

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 (ie. PBL, AVID, Kagan, etc.) and are aligned with the Virginia Department of Education's curricular standards.

Student Measure #2:

Every quarter, 9th-grade students will engage in a deeper learning reflection activity focused on interdisciplinary teaching practices. Their reflection will examine how they have learned content, skills, or themes across subject areas in their lesson activities, and assess the impact of interdisciplinary instruction on their engagement, critical thinking, and real-world application in their classrooms.

Staff Measure #2:

Every quarter, teachers will engage in a deeper learning reflection activity focused on interdisciplinary teaching practices. Their reflection will examine how they have integrated content, skills, or themes across subject areas in their lesson planning, and assess the impact of interdisciplinary instruction on student engagement, critical thinking, and real-world application in their classrooms.

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Maintain a professional development scope and sequence and calendar and share it on the ACHS Instruction Canvas Page.	-Instructional Coach and Academy Coach	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
2	Establish a feedback loop for all PD sessions by collecting teacher input, analyzing data within two weeks, and using insights to refine future professional development.	-Instructional Coach	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
3	Develop and implement a common instructional framework to guide all professional development, ensuring consistency, coherence, and alignment with schoolwide instructional priorities and best practices.	-Instructional Coach -Academy Coach	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Aug. 2025 ▾	PD Attendance and Agendas	PD Cycle Calendar	
Sept. 2025 ▾	PLP Goal Setting	AP Completion	
Oct. 2025 ▾	PD Attendance and Agendas	PD Cycle Calendar	
Nov. 2025 ▾	TalentEd Obs 1 and Post-Obs Discussion	AP Completion	
Dec. 2025 ▾	Rolling PD Attendance and Agendas	PD Cycle Calendar	
Jan. 2026 ▾	Mid-year PLP tasks	AP Completion	
Feb. 2026 ▾	Mid-year PLP tasks	AP Completion	
Mar. 2026 ▾	Rolling PD Attendance and Agendas	PD Cycle Calendar	
Apr. 2026 ▾	Doc Log Rolling PD Attendance and Agenda	PD Cycle Calendar	
May 2026 ▾	Summative Evaluations	AP Completion	

Org. Learning: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]

Domain IV: School Climate Supports

Problem Statement:

High rates of class absences, tardiness, and period cuts (skipping) are negatively impacting academic performance and student behavior, contributing to a decline in overall school climate and culture.

Barrier(s):

- A 'fight culture' in our school makes staff and students feel uneasy.
- Over 1,000 students come to school late each day.
- Bus transitions cause students to trickle into classes after they have started, even with the 14-minute transitions.
- Students who miss class lose momentum
- A division between staff and administrators leads to a division within the school.

SMART Goal Statement:

By June 2026, the school will increase average daily attendance to 80% and decrease class period cuts and tardies by 30%, by implementing targeted interventions for students with chronic absences and those frequently missing individual class periods.

Strategy

(Evidence-Based) Strategy Name:

Implement a Multi-tiered system of supports (MTSS).
<https://www.air.org/our-work/education/multi-tiered-system-supports>

Tier of Evidence:

Tier 1-Strong

Description:

MTSS offers a framework for educators to engage in data-based decision making related to program improvement, high-quality instruction and intervention, and positive behavioral supports necessary to ensure positive outcomes for students and the educators who support them.

Measures

Student Measure #1:

Students will improve period-to-period attendance as measured by a 30% reduction in unexcused class absences and tardiness among students from baseline, which will be calculated from the 24-25 school year.

Staff Measure #1:

100% of teachers and staff will accurately record period attendance and tardies daily, and implement intervention strategies—such as timely referrals, parent contact, or student check-ins.

Student Measure #2:

Use DESSA as a SEL tool to provide baseline data on the CASEL competencies: Responsible Decision-Making and Self-Awareness, which are tied to accountability for attending school and class regularly.

Staff Measure #2:

100% of classrooms will use Tier 1 PBIS strategies and/or integration of DESSA-informed SEL practices into daily routines—as measured by classroom walk-throughs, and school climate surveys—in order to support a positive school climate and improve overall student attendance.

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Establish and communicate clear expectations for staff and students through consistent messaging, shared norms, and aligned routines across all learning environments.	-Admin team -APs -Deans -Dept Chairs -PLCs	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
2	Set individualized attendance goals with identified students and assign dedicated staff mentors to build supportive	-Lead Administrator for	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	relationships. Mentors will regularly check in with students, celebrate progress, address barriers to attendance, and collaborate with families and support teams to ensure a coordinated approach to improved engagement.	Student Supports -Deans -Academy SST			
3	The graduation task force will meet monthly and report out on students who are on/near/off track for on-time graduation in each cohort (2026, 2027, 2028, and 2029); and will conduct a notice and wonder protocol to analyze the data for trends (i.e. subgroups, disability or language status, neighborhood clusters, courses, and more).	-Admin team -Counselors -Graduation mentors -Project Graduation team	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
4	Conduct senior audits to monitor graduation progress, distribute personalized graduation status letters, communicate regularly with parents/guardians, and implement targeted counseling groups to support students in meeting graduation requirements.	-Director of Counseling -Counselors	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
5	Implement and monitor PBIS using MINGA by tracking points earned by students and analyzing staff participation in awarding points, ensuring consistent reinforcement of positive behaviors and equitable staff engagement across all settings.	-Admin for PBIS -Deans -Teachers	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
6	Leverage the Rise and Elevate programs to support student growth by guiding students in creating and monitoring individualized academic and personal goal statements, with regular check-ins to track progress and celebrate achievements.	-Lead Administrator for Student Supports -Deans	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
7	Leverage Project Graduation to foster a positive school climate by engaging seniors in goal setting and milestone tracking with	-Admin team -APs	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	support from assigned mentors, while building a sense of community through regular recognition, and celebration of progress toward graduation.	-Deans -Academy SST -Graduation Mentors -Project Graduation Team			
8	Establish Student Intervention Teams (SIT) within each academy to identify and support students in need of targeted interventions, while utilizing a School-Wide Level 3 SIT to coordinate and monitor intensive supports, ensure data-driven decision-making, and promote consistency across all academies.	-Lead Administrator for Student Supports -Deans -Academy SST	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
9	Conduct first-quarter check-ins and small groups with Tier 2 students, including rising seniors and other identified groups. Academy teams will collaborate to support students with high academic and SEL needs, using Q1 DESSA data to identify and respond to specific areas of concern.	-Lead Administrator for Student Supports -Director of School Counseling -Academy SST -Deans	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾
10	Collaborate with the Student Support Team (SST) and Communities in Schools (CIS) to implement counseling groups beginning in October and social worker-led groups starting in January/February aligned with academic advising. Adjust group focus and membership throughout the year based on emerging student needs.	-Director of School Counseling -Academy SST	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
11	Conduct monthly data analysis and reflection, including attendance audits followed up by Deans. Compare MINGA data with PowerSchool audits to monitor student attendance and teacher presence, ensuring accountability and timely interventions.	-Lead Administrator for Student Supports -Director of School Counseling -Deans -Academy SST	Aug. 2025 ▾	Jun. 2026 ▾	In progress (~50%) ▾
12	During the first two weeks of the 2025-26 school year, all students will engage in a goal-setting exercise using the AVID grades analysis template to reflect on academic progress and establish clear, personalized goals.	-AVID Team -Teachers	Aug. 2025 ▾	Sept. 2025 ▾	Not started ▾
13	Students will review and update their AVID goal document at least once per quarter, rotating through core courses, with updates completed prior to interim assessments.	-AVID Team -Teachers	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students and documentation of tiers within the Early Warning System	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Oct. 2025 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students and documentation of tiers within the Early Warning System	
Nov. 2025 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students and documentation of tiers within the Early Warning System	
Dec. 2025 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students and documentation of tiers within the Early Warning System	
Jan. 2026 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students and documentation of tiers within the Early Warning System	
Feb. 2026 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students and documentation of tiers within the Early Warning System	
Mar. 2026 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students and documentation of tiers within the Early Warning System	
Apr. 2026 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students and documentation of tiers within the Early Warning System with list of expected graduates in Spring and Summer	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
		2026	
May 2026 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students and documentation of tiers within the Early Warning System with list of expected graduates in Spring and Summer 2026	
Jun. 2026 ▾	Agenda from data dialogue in Graduation Task Force meeting	List of students graduating on time, summer, other (retained, GED, etc.) and plan for summer communication	

School Climate: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]

Appendix