

Literacy

OBJECTIVE

By May 2027, the percentage of Literature II students scoring Developing Learner or above on the End-of-Course (EOC) exam will increase by at least 3% from (unknown%) to (unknown%). In addition, the percentage of U.S. History students scoring Developing Learner or above on the End-of-Course (EOC) exam will increase by at least 3 percentage points from 49% to 52%.

Critical Initiative	Intended Outcomes	Key Measures
Build a cycle of common assessments and weekly data meetings that measures, analyzes, and acts on every Literature II and U.S. History student's mastery of EOC standards at least every three weeks.	PLC's function as effective data teams and students in all sub-groups demonstrate increased mastery of EOC standards.	Common assessments and item-analysis conducted every three weeks and universal screeners conducted three times per year
Coach teachers weekly on tiered instruction so classroom practice, not just curriculum, drives the proficiency gap closed.	Increased use of high impact instructional strategies, increased instructional consistency across classrooms, and increases in teacher efficacy.	Evidenced by classroom walkthrough data showing at least 90% implementation of identified instructional look-fors.
Implement and sustain a systematic, data-driven MTSS safety net so struggling students receive targeted intervention within days of a data point showing need.	Students are identified early for supports, interventions are implemented rapidly, failure rates are reduced and the MTSS process is strengthened.	Weekly data analysis meetings, progress reports, semester final grades, Edgenuity enrollment, MTSS data meetings held every three weeks

Math

OBJECTIVE

By May 2027, the percentage of Algebra I students scoring Developing Learner or above on the End-of-Course (EOC) exam will increase by at least 3% from 44% to 47%. In addition, the percentage of Biology I students scoring Developing Learner or above on the End-of-Course (EOC) exam will increase by at least 3% from 44% to 47%.

Critical Initiative	Intended Outcomes	Key Measures
Measure, analyze, and act on every Algebra I and Biology I student's mastery of EOC standards at least every three weeks through common assessments and weekly data meetings.	PLC's function as effective data teams and students in all sub-groups demonstrate increased mastery of EOC standards.	Common assessments and item-analysis conducted every three weeks and universal screeners conducted three times per year.
Build teachers' skills in tiered instruction every week so that what happens in the classroom, not just the curriculum, closes the proficiency gap	Increased use of high impact instructional strategies, increased instructional consistency across classrooms, and increases in teacher efficacy.	Evidenced by classroom walkthrough data showing at least 90% implementation of identified instructional look-fors.
Implement a systematic, data-driven MTSS safety net so struggling students receive targeted intervention within days of a data point showing need.	Students are identified early for supports, interventions are implemented rapidly, failure rates are reduced and the MTSS process is strengthened.	Weekly data analysis meetings, progress reports, semester final grades, Edgenuity enrollment, MTSS data meetings held every three weeks

Climate & Culture

OBJECTIVE

By July 2027, ARC's 2027 four-year graduation rate will increase by 3% from the previous year's 89% to at least 92%, as measured by the USHA cohort graduation calculation and confirmed through school-based cohort data review cycles administered every three weeks throughout the school year.

Critical Initiative	Intended Outcomes	Key Measures
Build a cycle that measures, tracks, analyzes, and acts on every 2027 cohort student's attendance, behavior, and course/credit status at least every three weeks to prevent unrecoverable credit deficiency	Students remain on track, at-risk students are identified and supported early, engagement improves, course failures and credit deficiencies decrease.	MTSS three week data reviews, students moving off of at-risk lists, improved attendance, decreased behavior issues, USHA tracking, graduation rate
Develop teachers' skills weekly in the courses most linked to credit loss and off-track status, so classroom practice — not just course access — closes the graduation gap.	Teachers in high-risk courses implement high-impact instructional practices, increase credit attainment, and graduation gaps narrow.	Evidenced by classroom walkthrough data showing at least 90% implementation of identified instructional look-fors, USHA tracking, semester grades
Build a systematic, data-driven MTSS safety net so students showing early signs of falling off track receive targeted intervention early enough to improve and progress.	Students are identified early for supports, interventions are implemented rapidly, failure rates are reduced and the MTSS process is strengthened.	Weekly data analysis meetings, progress reports, semester final grades, Edgenuity enrollment, MTSS data meetings held every three weeks