

OVERARCHING SCHOOL GOAL: Close achievement gaps between ACHS subgroups and all students over a three-year period while increasing graduation rates for each subgroup

Virginia's Continuous School Improvement Planning Process

SMART GOAL #1				
DOMAIN: English / Language Arts				
SMART Goal(s): Students with disabilities (SWD) taking the EOC Reading Course will increase the pass rate from 65% to 85% by May of 2023.				
ACTION PLAN				
Action Step 1: Engage collaborative teachers and general education teachers in regularly scheduled collaborative practices and professional development opportunities focusing on collaborative planning, as well as effective co-teaching and differentiation practices.				
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
SPED teachers and general education teachers in a collaborative setting	Monthly meetings with exceptional education teachers and their general education teacher collaborative partners to inform best practices for co-teaching and differentiation strategies.	Lead Teacher for Special Education, Administration, SPED Staff	August 2020 - May 2023	Administration monitors meeting minutes and application via classroom observations
SPED teachers	Allow for visits to neighboring counties/schools to observe examples of strong collaborative teacher partnerships.	Administration	August 2020 - May 2023	Administration
SPED teachers and general education teachers in a collaborative setting	Schedule for weekly collaborative planning meetings between both teachers to ensure collaboration in lesson planning, parent communication/contact, grading, and tracking student data.	Administration	August 2020 - May 2023	Department Chairs
All instructional	Monthly faculty meetings focusing on professional development concerning the work of John Hattie (Visible Learning),	Administration, Exemplary Teachers	August 2020 - May 2023	Administration, Exemplary Teachers

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staff	Abraham Maslow (Hierarchy of Needs), and Robert Marzano (High Yield Instructional Strategies).			
Action Step 2: Set and support high expectations for student achievement, informed by frequent monitoring of student progress and data and implement supports for student achievement as appropriate.				
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
English 9-12 SWD SPED teachers General Education teacher	Monitoring of formative and summative assignments and data analysis on Benchmark testing measures. Teacher review of student achievement based on class performance via weekly/biweekly score report analysis.	SPED and Classroom teachers	August 2020 - May 2023	Teachers and Case Managers
English 9-12 SWD	SWD will receive additional targeted small group instruction using boot camp scheduling	SPED teachers and paraprofessionals	August 2020 - May 2023	Teachers and Case Managers

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SMART GOAL #2

DOMAIN: Math

SMART Goal(s): Gap group 3 (Hispanic students) students taking the SOL EOC Algebra 1 assessment will increase the pass rate from 83% to 95% by 2023 as evidenced by incremental growth annually.

ACTION PLAN

Action Step 1: Engage teachers and leaders in regularly scheduled collaborative practices focusing on individual students during Professional Learning Communities

Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
Algebra 1 and AFDA Teachers	Monthly meeting of PLC groups Monthly meetings for discussion and professional learning deemed necessary from data reflection received Benchmark testing. Professional learning provided by specialists as needed	Administration	August 2020 - May 2023	Administration; Monthly
Algebra 1 and AFDA Teachers	Monthly faculty meetings focusing on professional development concerning the work of John Hattie (Visible Learning), Abraham Maslow (Hierarchy of Needs), and Robert Marzano (High Yield Instructional Strategies).	Administration; Exemplary Teachers	August 2020 - May 2023	Administration; Monthly

Action Step 2: Implement an intervention framework to support all students

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Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
Algebra 1 and AFDA Students	Completion of benchmark assessments; Teachers will deliver benchmark tests and disaggregate data; teachers will identify students in need of Algebra 1 intervention	Algebra 1 and AFDA Teachers	August 2020 - May 2023	Teachers; Monthly

Action Step 3: Set high expectations for student achievement, supported by frequent monitoring of student progress

Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
Algebra 1 and AFD	Regular monitoring of progress in Algebra 1; Data is discussed during monthly content meetings among Algebra 1 and AFDA teachers; Administration regularly reviews class pass/fail data. Administration will be present in Algebra 1/AFDA content meetings	Algebra 1 and AFDA Teachers	August 2020 - May 2021	Administration; Monthly
Algebra 1/AFDA Performance Matters	Completion of weekly formative exit tickets in Performance Matters to assess learning; teachers assign and collect daily formative assessments to determine student learning on a daily basis	Algebra 1/AFDA Teachers	August 2020 - May 2021	Administration reviews data in Performance Matters; Monthly

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SMART GOAL #3				
DOMAIN: Safe & Orderly Environment				
SMART Goal(s): Decrease office discipline referrals by 15% for students identified as SWD and economically disadvantaged according to office discipline referral spreadsheet and monthly report for the ACPS school board through the use of tiered-systems of support and professional development in engaging instruction (deeper learning) and classroom management.				
ACTION PLAN				
Action Step 1: Engaging students in positive behavior support mechanism through adoption of VTSS				
Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
VTSS School Leadership Team	Implementation of monthly VTSS meetings at the school level Review academic, attendance, and discipline data monthly	Admin	Begin August 2020	Administration
All Students	Identify core positive values for the entire school (i.e. Safe, Respectful, and Responsible)	VTSS School Leadership Team Student Surveys	Begin August 2020	Administration
All Students; Positive Incentive Days	A-B Honor Roll (at Nine Weeks) PIE Program (at Semester)	Administration/Resource Teachers	Begin with end of first quarter in 2020-2021 School Year	Administration; Quarterly
All Students; Resource Map and Identify Criteria for Interventions	List all interventions for academic, attendance, and behavior issues currently taking place at ACHS; establish criteria for the intervention so that it is applied equitably across school	Admin Teachers Counselors	Begin August 2020	Administration
All Students and Staff	Implement PBIS across the whole school. Enhancing the social culture of a classroom or school requires all students and staff members to participate in the	PBIS Team Develops Lessons for Implementation by all Staff	Begin August 2020	PBIS and VTSS Team; Monthly

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	implementation process. As a whole school approach, the PBIS framework is implemented by and within individuals within classroom and across non-classroom settings (e.g., hallways, lunchrooms, assemblies, sporting events, field trips). This requires staff to teach expected behaviors across all settings.			
All Students and Staff	Information should be collected, reviewed, and acted upon routinely, formally, and directly, based on six key questions: (a) What topic or problem needs to be addressed when, where, and how? (b) What intervention or practice might best address the need or problem? (c) How well have interventionists been prepared to implement the intervention or practice? (d) How well is the intervention or practice being implemented (fidelity)? (e) How well are students responding (i.e., progress monitoring)? and (f) What adjustments are indicated to improve implementation fidelity and student responsiveness?	VTSS and PBIS Teams	Begin August 2020	PBIS and VTSS Team; Monthly

Action Step 2: Provide ongoing professional development for classroom teachers to inform and support classroom management and as a measure of increasing engagement levels during instruction.

Focus Area <i>[Grade Level/Student Subgroup(s)]</i>	Evidence of Progress/Completion <i>(Artifacts required)</i>	Person(s) Responsible for Implementation	Timeframe <i>(Beginning to End Dates)</i>	Person(s) Responsible for Monitoring and Frequency
Schoolwide	Schoolwide Book Study on “Teaching for Deeper Learning” or similar professional development resource	Administration Team	August 2020 - May 2023	Administration Department Chairs
Schoolwide	Professional Development opportunities focused on Classroom management techniques and best practices.	Leadership Team	August 2020 - May 2023	Administration

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Classroom Teachers	Feedback and followup meetings after classroom observations	Administration Mentor Teachers	August 2020 - May 2023	Administration
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