

Prince William County Public Schools
Unity Reed High School
2024-2025 School Continuous Improvement Plan

Mission Statement

MISSION: The Unity Reed High School learning community will provide creative and stimulating programs that elevate the achievement of every student to his or her highest potential by establishing high standards and expectations for participation and achievement in a variety of challenging curricular and co-curricular activities. The climate for student learning and staff effectiveness will be maximized by promoting strong family involvement, providing instruction from a global perspective, and emphasizing diversity and acceptance.

IB MISSION: The International Baccalaureate® (IB) aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

Table of Contents

Comprehensive Needs Assessment	4
Learning and Achievement for All	4
Positive Climate and Culture	14
Family and Community Engagement	16
Strategic Priorities	18
Comprehensive Needs Assessment Data Documentation	19
Commitments	21
Commitment 1: Learning and Achievement for All	21
Commitment 2: Positive Climate and Culture	50
Commitment 3: Family and Community Engagement	57
Commitment 4: Organizational Coherence	60
Title I	61
1: Component 1: Comprehensive Needs Assessment	61
2: Component 2: Schoolwide Reform Strategies	61
3: Component 3: Extended Learning Opportunities	61
4: Component 4: Strategies to address students at risk for not meeting challenging standards	61
4.1: Component 4.1: Counseling, school-based mental health programs, specialized instructional support services, mentoring services, and other strategies to improve students’ skills outside the academic subject areas	61
4.2: Component 4.2: Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)	62
4.3: Component 4.3: Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)	62
4.4: Component 4.4: Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects	63
4.5: Component 4.5: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program ..	63
School Continuous Funding Summary	64

Comprehensive Needs Assessment

Learning and Achievement for All

Learning and Achievement for All Current State

VDOE Accreditation Rates

For the 23-24 Accreditation year (based on 22-23 testing), Unity Reed received the following ratings:

English	Math	Science	Graduation & Completion:	Dropout Rate	CCCRI
Level: 1	Level: 1	Level: 2	Level: 3	Level: 3	Level: 3
Achievement Gap Level: 1	Achievement Gap Level: 1				

Accreditation Rates:

English	Math	Science
22-23 data: 85%	22-23 data: 77%	22-23 data: 57%
21-22 data: 77%	21-22 data: 59%	21-22 data: 53%
18-19 data: 84%	18-19 data: 87%	18-19 data: 80%

English	Math	Science
<p>Achievement Gaps of Note:</p> <p>Students with Disabilities: 22-23 data: 68% 21-22 data: 56% 18-19 data: 64%</p>	<p>Achievement Gaps of Note:</p> <p>Students with Disabilities: 22-23 data: 68% 21-22 data: 51% 18-19 data: 68%</p> <p>Multiple Races: 22-23 data: 63% 21-22 data: 54% 18-19 data: 87%</p>	

Dropout Rate:

22-23 data: 18.77%
 21-22 data: 12.8%
 18-19 data: 9.62%

Unity Reed anticipates being fully accredited based on three year accreditation 2020-2024. Unity Reed saw academic improvement for accreditation on SOL's in the areas of Science (53-57% and made R10 improvement), as well as significant improvement in Mathematics (59-77%). Sub-group accreditation scores are not available at this time, however SOL's indicate significant gaps in ESOL, Special Education, especially in Reading, Writing and Science when disaggregating data comprised of unadjusted SOL pass proficiency rates for first time test takers in these content areas. This supports the need to focus on prioritizing reading, writing and science performance in these content areas.

In 2022-23, Unity Reed HS was below the federal benchmark standard with a graduation rate of 79.4% for all students, 60.6% for English Learners and 83.3% for Students with Disabilities (note: the federal benchmark standard does not look at students who need additional time to graduate). When the dropout rate (18.77%) was analyzed by sub-population, the dropout rate for Hispanic students (24.7%), English Language Learners (39%), and students with disabilities (19.3%) was higher compared to other student groups. The graduation and drop-out did not show growth, specifically for English Learners and Hispanic students. The 2023-24 on-time graduation rate is anticipated to be between 82%. The Class of 2024 was impacted by Covid and on-line learning significantly.

Unadjusted SOL PASS PROFICIENCY BY CONTENT Area on End of Course SOL exams (First-time test takers only) shows the following:

	Pass Advance	Pass Proficient	Overall Pass Rate %	
Data as of: 7/7/24	22-23	22-23	22-23	2 3 - 24
	0.91%	66.44%	67.35%	7 2 . 5 7%
Algebra I	0.57%	55.11%	55.68%	6 3 . 8 4%
	0%	62.50%	62.50%	6 5 . 2 2%

Data as of:
7/7/24

	Pass Advance	Pass Proficient	Overall Pass Rate %	
	22-23	22-23	22-23	23-24
Biology	1.59%	47.41%	49.00%	49.00%
	0%	21.39%	21.39%	21.39%
	0%	34.92%	34.92%	34.92%

Data as of:
7/7/24

	Pass Advance	Pass Proficient	Overall Pass Rate %	
	22-23	22-23	22-23	2 3 - 24
Reading	14.43%	59.02%	73.45%	7 2 . 8 7%
	0%	19.72%	19.72%	2 3 . 5 3%
	5%	60.00%	65.00%	5 0 . 8 8%

	Pass Advance	Pass Proficient	Overall Pass Rate %	
Data as of: 7/7/24	22-23	22-23	22-23	2 3 - 24
	9.71%	57.14%	66.86%	5 9 . 7 7%
Writing	0%	10.53%	10.53%	1 1 . 5 8%
	0%	33.33%	33.33%	3 2 . 6 9%

In 2023-2024, based on guidance for the county and student learning, a Student Voice Committee was established. Data is not available at this time. Teachers and Administration will receive formal training on Trauma-Informed Classrooms, and Cultural Awareness through the PWCS 23-24 professional development plan. Training for Universal Designed for Learning was postponed for the 2024-2025 professional development plan.

The percentages of students taking IB/AP courses at URHS were 24% in 2021-2022, 26% in 2022-2023, and 42% in 2023-2024. Additionally, in 22-23 URHS and joined the Equal Opportunity Schools partnership in PWCS and began the planning process for the IB for ALL initiative through the International Baccalaureate Organization, with 23-24 being the first year of implementation.

(Component 2)The IB Programme at URHS offers all three IB continuum programs available in grades 9-12: the Middle Years Programme (MYP), Career-related Programme (CP), and Diploma Programme (DP). We award students with IB designations for being IB Course Candidates, IB Career-related Programme candidates, and IB Diploma candidates, but we also have created two county-level distinctions to encourage students to attempt more advanced courses: IBMYP Full Certificate candidates (for grades 9 and 10) and URHS IB Honors candidates (in grades 11-12). Teachers are trained for these courses and bring the IB Approaches to Teaching and Learning to their classes. In English, we have trained all our English 11 and English 12 teachers in IB Language & Literature "IB for All" in order to align strategies across courses. The IB Approaches to Teaching & Learning focus on direct instruction, practice, and reflection in students' Thinking Skills, Communication Skills, Self-Management Skills, Research Skills, and Social Skills. Teachers approach these through the following IB teaching attributes: based on inquiry, focused on conceptual understanding, developed in local and global contexts, focused on effective teamwork and collaboration, differentiated to meet the needs of all learners, and informed by assessment (formative and summative).

Our core classes use the following researched based strategies or instructional practices to teach the VA SOL curriculum: Our EL core classes are taught by dually endorsed teachers or co-taught by a content-endorsed teacher and an ESOL teacher, Co-teaching models are specifically chosen by the co-teaching pairs to better serve the different EL levels. (Component 4)All URHS teachers have been or are in the process of being trained in Teaching ELs with Sheltered Instruction and purposefully implement scaffolding and differentiation practices to make curriculum accessible to the different EL levels (use of home language for meta-cognitive analysis, group work, learning stations, front loading of vocabulary, visuals, bilingual and monolingual dictionaries, audio, leveled texts, among others).

Students who need additional support received remediation in the 23-24 and these programs will continue 24-25.

- Study Hall and after-school tutoring Tuesdays and Thursdays
- Math High Dosage Tutoring through the Algebra Readiness Initiative
- Senior Credit Support/Recovery
- Underclassmen Credit Recovery
- Math Honor Societies Peer Tutoring
- Fall and Spring SOL Academy

English Learners, Levels 1-4, made up 36.2% of the student population at Unity Reed High School in the 2023-24 school year (Total English Learners Levels 1-6 = 41.6%).

- Level 1 Entering (33.62%)
- Level 2 Beginning (19.46%)
- Level 3 Developing (27.96%)
- Level 4 Expanding (6.03%)

The following represents preliminary data on WIDA Language Proficiency by Domain levels over the past two years. English learners have made significant growth in WIDA Access proficiency overall from 2022-2023 (going from 36% to 50% overall growth), however, we have not yet reached the federal benchmark minimum rate of 52%. Of the WIDA Domains, Speaking and Oral have historically earned the lowest scores, indicating a need to prioritize a focus on strategies to engage students in multiple opportunities to develop and enhance oral academic language acquisition across all content areas.

English Language Proficiency by Domain Scores:

	Composite	Comprehension	Listening	Literacy	Oral	Reading	Speaking	Writing
2022-23	2.4	3.1	3.5	2.6	2.5	2.9	2.0	2.7
2023-24	2.8	3.3	3.8	2.9	2.8	3.1	2.3	3.0

2022-2023 (Based on Preliminary Data)							
Grade Level							
	Yes		No		Overall 2021-22	Overall 2022-23	
9th grade	64/130	49%	66/130	51%	48%	36%	
10th grade	54/161	34%	107/161	66%			
11th grade	20/60	33%	40/60	67%			
12th grade	15/77	19%	62/77	81%			
ELP Level							
	Yes		No				
Level 1	11/60	18%	49/60	82%			
Level 2	44/99	44%	55/99	56%			
Level 3	47/155	30%	108/155	60%			
Level 4	3/32	9%	29/32	91%			
Exit	14						
2023-2024 (Based on Preliminary Data)							
Unity Reed HS							

2023-2024 (Based on Preliminary Data)						
Grade Level						
	Yes		No		Overall 2022-23	Overall 2023-24
9th	101/159	64%	58/159	36%	36%	50%
10th	77/145	53%	68/145	47%		
11th	50/114	44%	64/114	56%		
12th	19/68	28%	49/68	72%		
ELP Level						
	Yes		No			
Level 1	51/118	43%	67/118	57%		
Level 2	86/133	65%	47/133	35%		
Level 3	85/192	44%	107/192	56%		
Level 4	19/37	51%	18/37	49%		
MODEL	94/100	94%	6/100	6%		
Exit	32/486=6.6%					

Learning and Achievement for All Desired Future State

URHS will be fully accredited in 2024-25.

Additionally, URHS will see increases in unadjusted SOL pass rates for first-time test takers increase by at least 10% for ALL students, and at least 10 percentage points for ELs and SWDs each year as follows:

		24-25	25-26	26-27
Algebra 1	All	80%	85%	90%
	EL	71%	76%	81%
	SWD	72%	77%	82%
Biology	All	59%	65%	70%
	EL	30%	40%	50%
	SWD	42%	52%	62%

		24-25	25-26	26-27
Reading	All	80%	85%	90%
	EL	33%	43%	53%
	SWD	60%	70%	80%
Writing	All	70%	75%	80%
	EL	25%	35%	45%
	SWD	42%	52%	62%

In our future state, the term “on-time graduation rate” implies the state standard for on-time graduation rates (including additional time given to EL and SPED students). By 2025-2026, URHS will have a 90% on-time graduation rate. In 2024-2025 and a 95% on-time graduation rate in 2025-26. URHS will see an increase of at least 5 percentage points in on-time graduation rates from 2023-2024 rates each year in the percentage of students obtaining a diploma who identify as ELL, economically disadvantaged, and SWDs compared to the 2023-24 school year as follows:

		24-25	25-26	26-27
ON-TIME GRADUATION	All	85%	90%	95%
	EL	67%	82%	87%
	SWD	80%	85%	90%

URHS's Class of 2023 earned a 60.06% on its College, Career, and Civic Readiness Index (CCCRI). The rate for 2023-24 is not yet available. URHS will increase its CCCRI rating to **85% in 2024-25** and **90% in 2025-26**. This index represents students (1) earning credit for an AP, IB, Cambridge, or dual-enrollment course, (2) earning a CTE credential and finishing a CTE sequence, (3) participating in a work-based learning experience, or (4) participating in a service learning experience) / (the total number of students in the on-time graduation cohort)

Strategic Priorities Identifying Learning and Achievement for All Needs

Strategic Priority 1: Effective instructional practices (instructional core) to increase achievement for all students in Algebra 1 based on new standards **Root Cause:** Inconsistency of Effective Instructional Practices around Literacy

Strategic Priority 2: Increase literacy for ELs, SpEd, and DIs in Biology as measured by growth in mastery of Bio 1 Standard. **Root Cause:** Inconsistency of Effective Instructional Practices around Literacy

Strategic Priority 3: Increase literacy for IB Lang and Lit students. (As measured in VDOE and IB standards) **Root Cause:** Inconsistency of Effective Instructional Practices around Literacy

Strategic Priority 4: On-time graduation of EL **Root Cause:** Many students are not on traditional paths to graduation; this, combined with deficits in supports and resources create increased needs in school services

Positive Climate and Culture

Positive Climate and Culture Current State

In SY 23-24, students report 63.9% satisfaction with school climate, 67.3% satisfaction with school belonging, and 76% satisfaction regarding student mental health, respectively. Over the past three school years, 44.8% (21-22) to 40.8% (23-24) of students have been chronically absent. There was a 8.9% improvement.

Chronic absenteeism by grade level:

- 9th grade = 36.49%
- 10th grade = 41.98%
- 11th grade = 38.8%
- 12th grade = 47.96%

In SY 23-24 school year, 6.5% of students received exclusionary discipline.

Demographic breakdown of students who received exclusionary discipline in SY 23-24:

- 7.7% are EL students
- 13.5% are SPED students
- 5.8% are Asian
- 10.6% are Black
- 5.6% are Hispanic
- 9.7% are White

By grade level: (students with one or more exclusionary discipline referrals)

- 9th grade = 10.34%
- 10th grade = 8.53%
- 11th grade = 3.94%
- 12th grade = 0.86%

Positive Climate and Culture Desired Future State

URHS will see an overall 10% reduction in exclusionary discipline among 9th grade students from 10.2% (SY 23-24) to 9.2% (SY 24-25) BOY: 10% reduction in MK1 23-24 to 24-25; MOY: 10% reduction in MK2 23-24 to 24-25.

URHS will have an overall R10 reduction in chronic absenteeism among 9th grade students from 34% to 31%.

Strategic Priorities Identifying Positive Climate and Culture Needs

Strategic Priority 1: Decrease rates of exclusionary discipline and chronic absenteeism. **Root Cause:** Lack of consistency in communicating expectations and addressing discipline and attendance.

Family and Community Engagement

Family and Community Engagement Current State

In 2023-24 Family and Community Engagement is an important component of school improvement and is directly related to student learning. There are several vehicles in place for Engagement which include:

- parent participation in 504 meetings
- parent participation in Special Education Meeting
- ParentVue Activation and Documents workshops
- Annual Title I meeting
- Back To School Night
- Touchbase Conferences
- Lion's Breakfast
- International Night
- Literacy Fair
- 504 meetings
- Special Education Meetings
- Attendance Meetings

URHS has developed the following partnerships: Jobs for Virginia Graduates, Victory Life, Christopher Consultant, Higher Ground, Community Schools, Virginia College Advising Corps, and Northern Virginia Community College have all formed partnerships with the school that are aligned with the identified priorities in the school's continuous improvement plan.

Jobs for Virginia Graduates, Christopher Consultant, and Higher Ground have partnered with Unity Reed to support post-secondary endeavors AIM, IBEW, and Prince William County Firefighting Department have partnered with our Aviation Maintenance, Electricity, and Firefighting Program

We presently employ two full-time parent liaisons to assist with communication with parents and families. Our **parent liaison** funded by Title I works collaboratively with our guidance and administrative staff to partner with families to increase their engagement in their students' education and to improve attendance when necessary. We also have an Attendance Intervention Specialist assigned to Unity Reed and a part-time attendance officer. School communication is managed through several mediums and communication platforms in multiple languages. Strategies used to improve attendance for students who are absent for nearly 18 days, include:

- Home visits
- Parent conferences (in-person, phone, virtual)
- Parent meetings to review student's data in Parent View
- Letters to notify parents about attendance data
- Emails and text messages through School Status

In the 23-24 SY, 59.4% of teachers feel they do not play an important role in decision-making at school.

In the 2023-2024 school year, URHS held “Planning Council” three times (originally scheduled for one per quarter). Each council meeting was attended by the principal, an administrator, a teacher representative from each department, a counselor, and 4-6 parents (including the SACC representative). The meetings had open chair time, time dedicated for presentation by the SACC representative, and presentation time for key stakeholders related to the budget, school events, achievement data, etc.

Family and Community Engagement Desired Future State

Looking at the indicators for a high-functioning Principal’s Advisory Council, we need to make the following updates and developments to our current Planning Council:

1. Developing Bylaws
2. Adding students and family members
3. Publish meeting dates, agendas, and contact information on website
4. Post meeting minutes on website after meetings
5. Interpretation Services
6. Utilizing Canvas Resources
7. Advisory council chair who works in collaboration with the principal
8. Schedule a minimum of 6 meetings per year

Strategic Priorities Identifying Family and Community Engagement Needs

Strategic Priority 1: Meaningful and timely school events to increase family participation and engagement **Root Cause:** Language/cultural barriers to engaging with school

Strategic Priorities

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- School goals
- College and career readiness goals
- Prior year improvement plans - Needs Assessment
- Prior year improvement plans - Actions and strategies
- Prior year improvement plans - Expenditures
- Prior year improvement plans - Formative and summative reviews
- Planning and decision-making committee minutes

Accountability Data

- State assessment performance report
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- Current and longitudinal results, End-of-Course current and longitudinal results, Retest questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data

Student Data: Student Groups

- Race and ethnicity
- Special programs
- Economically disadvantaged
- Male/Female
- Special education
- At-risk
- EL
- Career and Technical Education (CTE)
- Multi-Tiered System of Supports (MTSS) or Response to Intervention (RTI)

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- School leadership data

Parent/Family/Community Data

- Parent/family surveys and/or other feedback
- Parent/family engagement, opportunities, attendance, and participation

Support Systems and Other Data

- Master schedule
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Commitments

Commitment 1: Learning and Achievement for All

Division Objective:

- 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels., 1.2 PWCS will prepare all students for post-secondary education and the workforce.,
- 1.3 PWCS will prepare all staff members to support and challenge all students.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If math teachers consistently engage students in tasks that are aligned to the content and cognitive level/rigor of the standard (EB), incorporate differentiation and scaffolding to meet individual student needs (EB) using "7 Steps" strategies 5 (visuals and vocabulary) and 6 (structured conversations),	teachers will deliver differentiated and scaffolded instruction and ask questions that probe student thinking and require explanation and justification; and students will be actively engaged in performing meaningful learning tasks at the appropriate level of rigor	an increase in Algebra I unadjusted SOL Pass Proficiency rates for first-time test takers from 72.57% to 79.83% for ALL students, 63.84% to 70.22% for ELLs and 65.22% to 71.74% for SWDs.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: The unadjusted Pass Proficiency rates for first-time test takers on the Algebra I SOL exam will increase from 72.57% to 79.83% for ALL students, 63.84% to 70.22% for ELLs and 65.22% to 71.74% for SWDs.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: At least 80% of all students, ELLs and SWDs will meet proficiency standards on the division-wide unit assessments for Algebra 1. (BOY: 50%, MOY: 65%)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Teacher: At least 90% of classroom observations (walkthrough, informal, formal) in Algebra 1 classes will indicate evidence of planning for differentiated and scaffolded instruction using 7-steps strategies 5 (visuals and vocabulary) and 6 (structured conversations), and asking questions that probe student thinking. (BOY 60%; MOY 75%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development opportunities: Algebra 1 teachers will participate in professional learning opportunities including 7-Steps to Language-Rich Instruction and Building Thinking Classrooms to support the implementation of high-quality Tier 1 instructional strategies.

Target Start Date: August 12, 2024

Target End Date: December 2, 2024

Deliverables/Evidence: Professional Learning Catalog, Agendas, etc.

Staff Responsible for Monitoring: AP over Mathematics

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Professional Learning Catalog Transcript (evidence of training completion).

Incomplete

Progress Notes: None

Significant Action 2: Planning & Implementation Expectations: Algebra 1 teachers will work collaboratively in their CLTs to develop a common CLT PGP SMART goal and meet weekly to create common summative assessments aligned to standards, develop lesson plans - with a focus on steps 5 (visuals and vocabulary) and 6 (structured conversations), and participate in data dialogues for sustained focus on student achievement.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, PGP Mid-Year and End-of-Year Reflections

Staff Responsible for Monitoring: CLT members and AP over Mathematics

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common summative assessment samples, data dialogue samples

Incomplete

Progress Notes: None

Significant Action 3: Progress Monitoring Process: Supervising Administrator will attend weekly CLT meetings to ensure strategies are included in lesson planning.

Target Start Date: September 3, 2024

Target End Date: June 13, 2025

Deliverables/Evidence: CLT Logs

Staff Responsible for Monitoring: AP over mathematics

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs
Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 4: Progress Monitoring Process: Supervising administrators will observe teachers implementing strategy in the classroom and provide feedback to teacher/CLT.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: AP over mathematics

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 5: Progress Monitoring Process: Administrators and Instructional Leadership members will log observation data on the trend tracker tool (7-Steps Rubric) during walk-throughs, informal and formal observations, provide feedback on the PPP4 aligned to evidence of 7-Steps Look Fors, and monitor pass proficiency rates on division-wide unit assessments.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: PPP4 feedback, Trend Tracker Tool (7-steps Rubric)

Staff Responsible for Monitoring: Administrators, Instructional Leadership

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Monthly/quarterly trend tracker data, pass rates on common summative assessments, Informal/formal observation feedback

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Formative Reviews		
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Student: 100% of students will be actively engaged in performing meaningful learning tasks at the appropriate level of rigor as measured by classroom observation data trend tracker. (BOY 70%; MOY 85%)</p>	Formative		
	BOY	MOY	EOY

Significant Action 1: Algebra 1 students will engage in 7 step strategies ,with a focus on steps 5 (visuals and vocabulary) and 6 (structured conversations), to perform learning tasks at the appropriate level of rigor as measured by classroom observation data trend tracker.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: AP over mathematics

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 2: Students in Algebra 1 will engage in common summative assessments aligned to the standards.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, Summative Assessments

Staff Responsible for Monitoring: CLT members and AP over Mathematics

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.
Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common summative assessment samples, data dialogue samples

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
science teachers consistently engage students in tasks that are aligned to the content and cognitive level/rigor of the standard (EB), incorporate differentiation and scaffolding to meet individual student needs (EB) using 7-steps strategies 5 (visuals and vocabulary) and 6 (structured conversations), and provide students with opportunities to gain meaning of Tier 2 vocabulary in context rather than front-loading definitions (RB),	teachers will deliver differentiated and scaffolded instruction and provide students with opportunities to gain meaning of Tier 2 vocabulary in context rather than front-loading definitions, and students will be actively engaged in performing meaningful learning tasks at the appropriate level of rigor	an increase in Biology I SOL unadjusted Pass Proficiency rates for first-time test takers from 49.39% to 59.39% for ALL students.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: The Pass Proficiency rates for first-time test takers on the Biology I SOL exam will increase in Biology I SOL from 49.39% to 59.39% for ALL students, 20.15% to 30.15% for ELLs and 32.84% to 42.84% for SWDs.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: At least 70% of all students, ELLs and SWDs will achieve 70% or higher on Standard B1 (Skills) on PWCS division wide unit assessments for Biology I (BOY: 50%, MOY 60%)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Teacher: At least 90% of classroom observations (walkthrough, informal, formal) in Biology classes will indicate evidence of planning for differentiated and scaffolded instruction using 7-steps strategies 5 (visuals and vocabulary) and 6 (structured conversations), and opportunities to gain meaning of Tier 2 vocabulary in context rather than front-loading definitions. (BOY 60%; MOY 75%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development opportunities: Biology teachers will participate in professional learning opportunities including 7-Steps to Language Rich Instruction, and participate in CLT-based Lesson Studies to support the implementation of high-quality Tier 1 instructional strategies.

Target Start Date: August 12, 2024

Target End Date: December 2, 2024

Staff Responsible for Monitoring: AP over Science

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Biology CLT

Progress Monitoring Frequency and Tools: Professional Learning Catalog Transcript (evidence of training completion).

Incomplete

Progress Notes: None

Significant Action 2: Planning & Implementation Expectations: Biology teachers will work collaboratively in their CLTs to develop a common CLT PGP SMART goal and meet weekly to create common summative assessments aligned to standards, develop lesson plans (with a focus on steps 5 (visuals and vocabulary) and 7 (structured reading & writing activities), and participate in data dialogues for sustained focus on student achievement.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, PGP Mid-Year and End-of-Year Reflections

Staff Responsible for Monitoring: CLT members and AP over Science

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Biology 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common summative assessment samples, data dialogue samples

Incomplete

Progress Notes: None

Significant Action 3: Progress Monitoring Process: Supervising Administrator will attend weekly CLT meetings to ensure strategies are included in lesson planning.

Target Start Date: September 3, 2024

Target End Date: June 13, 2025

Deliverables/Evidence: CLT Logs

Staff Responsible for Monitoring: AP over Science

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs
Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 4: Progress Monitoring Process: Supervising administrators will observe teachers implementing strategy in the classroom and provide feedback to teacher/CLT.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: AP over Science

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 5: Progress Monitoring Process: Administrators and Instructional Leadership members will log observation data on the trend tracker tool (7-Steps Rubric) during walk-throughs, informal and formal observations, provide feedback on the PPP4 aligned to evidence of 7-Steps Look Fors, and monitor pass proficiency rates on division-wide unit assessments.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: PP4 feedback, Trend Tracker Tool (7-steps Rubric)

Staff Responsible for Monitoring: Administrators, Instructional Leadership

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Biology CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Monthly/quarterly trend tracker data, pass rates on common summative assessments, Informal/formal observation feedback

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Formative Reviews		
<p>Impact/Implementation Goal 4</p> <p>Goal Type: Implementation Goal</p> <p>Implementation Goal: Student: 100% of students actively engaged in performing meaningful learning tasks at the appropriate level of rigor as measured by classroom observation data trend tracker. (BOY 70%; MOY 85%)</p>	Formative		
	BOY	MOY	EOY

Significant Action 1: Biology students will engaged in opportunities to gain meaning of Tier 2 vocabulary in context through performing meaningful tasks at the appropriate level of rigor as measured by classroom observation data trend tracker.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: AP over Science

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Algebra 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 2: Biology students will engage in common summative assessments aligned to standards.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, common summative assessments

Staff Responsible for Monitoring: CLT members and AP over Science

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.
Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, Biology 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common summative assessment samples, data dialogue samples

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 3

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
IB Language & Literature teachers consistently engage students in tasks that are aligned to the content and cognitive level/rigor of the standard (EB), incorporate differentiation and scaffolding to meet individual student needs using 7-steps strategies (structured reading & writing), introduce each lesson with day booking, which provides students daily opportunities to engage in low-stakes, generative writing to develop writing fluency and a writing identity (RB), and incorporate Article of the Week assignments to build skills in reading and responding to complex international text (RB),	teachers will deliver differentiated and scaffolded instruction, provide opportunities for daily day booking, and incorporate article of the week assignments, and students will be actively engaged in performing meaningful learning tasks at the appropriate level of rigor	an increase in SOL unadjusted Pass Proficiency rates on the SOL for first-time test takers in WRITING from 59.77% to 69.77% for ALL students, 11.58% to 25.00% for ELLs, and 32.69% to 42.69% for SWDs; and in READING from 72.87% to 80.16% for ALL students, 23.53% to 33.53% for ELLs and 50.88% to 60.88% for SWDs

Impact/Implementation Goal 1 Details	Formative Reviews		
<p>Impact/Implementation Goal 1</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: The unadjusted Pass Proficiency rates for first-time test takers on the Writing SOL exam will increase from 59.77% to 69.77% for ALL students, 11.58% to 25.00% for ELLs, and 32.69% to 42.69% for SWDs</p> <p>The unadjusted Pass Proficiency rates for first-time test takers on the Reading SOL exam will increase from 72.87% to 80.16% for ALL students, 23.53% to 33.53% for ELLs and 50.88% to 60.88% for SWDs</p>	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
<p>Impact/Implementation Goal 2</p> <p>Goal Type: Impact Goal</p> <p>Impact Goal: At least 83% of students in IB Language & Literature will achieve mastery (a 5 or higher) on Criteria A (Knowledge and Understanding) & B (Analysis) on common summative assessments. (BOY: 50% mastery, MOY: 60% mastery)</p>	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Teacher: At least 90% of classroom observations (walkthrough, informal, formal) in IB Language & Literature SL 1 class will indicate evidence of planning for differentiated and scaffolded instruction using 7-steps (structured reading & writing activities), provide opportunities for daily day booking, and incorporate an article of the week assignments. (BOY 60%; MOY 75%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development opportunities: IB Language & Literature teachers will participate in professional learning opportunities including 7-Steps to Language Rich Instruction (if not already completed), and NEWSLA to support the implementation of high-quality Tier 1 instructional strategies.

Target Start Date: August 12, 2024

Target End Date: December 2, 2024

Staff Responsible for Monitoring: AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Lang & Lit CLT to include ESOL & SpEd Co-Teachers and ELD 11 teachers

Progress Monitoring Frequency and Tools: Professional Learning Catalog Transcript (evidence of training completion).

Incomplete

Progress Notes: None

Significant Action 2: Planning & Implementation Expectations: IB Language & Literature SL 1 teachers will work collaboratively in their CLTs to develop a common CLT PGP SMART goal and meet weekly to create common summative assessments aligned to standards, develop lesson plans (with a focus on steps 5 and 7), and participate in data dialogues for sustained focus on student achievement.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, PGP Mid-Year and End-of-Year Reflections

Staff Responsible for Monitoring: CLT members and AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Lang & Lit CLT to include ESOL & SpEd Co-Teachers and ELD 11 teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common summative assessment samples, data dialogue samples

Incomplete

Progress Notes: None

Significant Action 3: Progress Monitoring Process: Supervising Administrator will attend weekly CLT meetings to ensure strategies are included in lesson planning.

Target Start Date: September 3, 2024

Target End Date: June 13, 2025

Deliverables/Evidence: CLT Logs

Staff Responsible for Monitoring: AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IBSL 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs
Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 4: Progress Monitoring Process: Supervising administrators will observe teachers implementing strategy in the classroom and provide feedback to teacher/CLT.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IBSL 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 5: Progress Monitoring Process: Administrators and Instructional Leadership members will log observation data on the trend tracker tool (7-Steps Rubric) during walk-throughs, informal and formal observations, provide feedback on the PPP4 aligned to evidence of 7-Steps Look Fors, and monitor pass proficiency rates on common summative assessments.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: PP4 feedback, Trend Tracker Tool (7-steps Rubric)

Staff Responsible for Monitoring: Administrators, Instructional Leadership

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Lang & Lit CLT to include ESOL & SpEd Co-Teachers and ELD 11 teachers

Progress Monitoring Frequency and Tools: Monthly/quarterly trend tracker data, pass rates on common summative assessments, Informal/formal observation feedback

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: Student: 100% of students actively engaged in performing meaningful learning tasks at the appropriate level of rigor as measured by classroom observation data trend tracker. (BOY 70%; MOY 85%)	Formative		
	BOY	MOY	EOY

Significant Action 1: IB Language & Literature SL 1 students will engage in common summative assessments aligned to the standards.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, common summative assessments

Staff Responsible for Monitoring: CLT members and AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.
Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Lang & Lit CLT to include ESOL & SpEd Co-Teachers and ELD 11 teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common summative assessment samples, data dialogue samples

Incomplete

Progress Notes: None

Significant Action 2: IB Language & Literature SL 1 students will engage in 7 step strategies ,with a focus on steps 5 (visuals and vocabulary) and 6 (structured conversations), to perform learning tasks at the appropriate level of rigor as measured by classroom observation data trend tracker.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IBSL 1 CLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 4

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
provide intensive, individualized support to students who have fallen off track and face significant challenges to success (EB)	Then staff will utilize graduation monitoring teams to identify and implement needed student interventions and supports	an increase in the graduation rate for Cohort 2025 from 82% to 85% for ALL students, and 61% to 67% for ELLs; and a reduction in the dropout rate for Cohort 2025 from 14% to 7% for ALL students, and 39% to 30% for ELLs.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: The on-time graduation rate for 2025 will increase from 82% to 85% for ALL students, 61% to 67% and for ELLs; and a reduction in the dropout rate for Cohort 2025 from 14% to 7% for ALL students, and 39% to 30% for ELLs.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: 85% of Cohort 2025 students will be on track for graduation. (BOY: 65% MOY: 75%)	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Teacher/Staff: The graduation monitoring team will use Student Support Plans to develop and monitor individualized support plans for 100% Cohort 2025 students considered "off-track" for on-time graduation. (BOY- 60%, MOY 80%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development: Training for counselors and administrative staff to support the identification and monitoring of students who are "off track." For counselors, this will include PD on monitoring students and graduation requirements and high school transcript management using reports available, and the use of EWS and Student Support Plans in the Hub, and FSS in SchoolStatus. Training will also

include the use of Student Support Plans in the Hub to log interactions and supports.

Deliverables/Evidence: HUB Student Support plan goal progress entries

Meeting Notes

HUB/FSS Report

Staff Responsible for Monitoring: Counseling Team

Admin Team

Alignment to Strategic Plan Objective(s): 1.1 PWCS will provide equitable opportunities for all students to achieve at high levels.

1.2 PWCS will prepare all students for post-secondary education and the workforce.

Office/Dept Collaborators: Title 1 Graduation Coach

VCAC advisor

CIS coordinator

Attendance Team

Title I:

4

Incomplete

Progress Notes: None

Significant Action 2: Planning & Implementation: Grade-level cohort graduation teams will identify students for targeted Best Practice interventions using Student Support Team meeting structure and cadence to regularly monitor identified off-track students all Cohorts and track their progress.

Target Start Date: August 19, 2024

Deliverables/Evidence: Attendance and progress for programs

Student individual grades

SSP logs

Staff Responsible for Monitoring: Counseling

Admin Team

Alignment to Strategic Plan Objective(s): 1.3 PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Teachers

Progress Monitoring Frequency and Tools: SSPs

Title I:

4

Incomplete

Progress Notes: None

Funding Sources: - Site-Based Budget - \$20,000

Significant Action 3: Monitoring Progress: SSP meetings tracked in the HUB

Deliverables/Evidence: SSP in the Hub

Staff Responsible for Monitoring: Cohort Teams to include Administrators, Counselors, Graduation Coach

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: Student: 100% of identified students in Cohort 2025 considered "off-track" will have targeted support in place and monitored biweekly. (BOY: 60% MOY: 80%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Students identified as "off-task" will meet with grade-level graduation team and be an active participant in their student support plan.

Target Start Date: August 19, 2024

Deliverables/Evidence: Attendance and progress for programs
Student individual grades
SSP logs

Staff Responsible for Monitoring: Counseling
Admin Team
Graduation Coach

Alignment to Strategic Plan Objective(s): 1.3 PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Teachers

Progress Monitoring Frequency and Tools: SSPs

Title I:
4

Incomplete

Progress Notes: None

Funding Sources: - Title I - \$110,000

Commitment 1: Learning and Achievement for All

Theory of Action 5

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we vertically align and scaffold English instruction to implement the IB Lang & Lit For All initiative (RB) to enroll and support all students to complete IB Lang & Lit I in grade 11	Then English 11 Teachers will plan and deliver scaffolded instruction which is vertically aligned to the IB Lang & Lit SL curriculum and students will engage in reading, writing, or speaking tasks aligned to the rigor of the IB Lang & Lit Curriculum	Which will lead to at least 90% of students successfully taking and passing the IB Lang & Lit I course (course mark) and an increase in the CCCRI Rate from 60.06% to 66%.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: By June 2025 the CCCRI Rate will increase from 60.06% to 66%.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Impact Goal Impact Goal: At least 90% of students enrolled in IB Lang & Lit SL will be on track to successfully pass the course as measured on a quarterly and yearly basis.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Teacher: At least 75% of classroom observations (walkthrough, informal, formal) in English 9-11 classes will indicate evidence of scaffolded instruction that is vertically aligned to the IB Lang & Lit SL curriculum. (BOY: 50%, MOY: 60%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development: English 9 - 11 teachers will participate in professional learning opportunities including 7-Steps to a Language-Rich Instruction to ensure the implementation of high-quality Tier 1 instructional strategies.

Target Start Date: August 12, 2024

Target End Date: December 2, 2024

Staff Responsible for Monitoring: AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.
Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Coordinator, IB Lang & Lit CLT to include ESOL & SpEd Co-Teachers and ELD 11 teachers

Progress Monitoring Frequency and Tools: Professional Learning Catalog Transcript (evidence of training completion)

Incomplete

Progress Notes: None

Significant Action 2: Planning & Implementation Expectations: the English 11 CLT will create a common CLT PGP SMART goal and meet weekly for lesson planning, data dialogues, and reflection purposes.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, PGP Mid-Year and End-of-Year Reflections

Staff Responsible for Monitoring: CLT members and AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.
Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Coordinator, IB Lang & Lit CLT to include ESOL & SpEd Co-Teachers and ELD 11 teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common summative assessment samples, data dialogue samples

Incomplete

Progress Notes: None

Significant Action 3: Planning & Collaboration: the URHS IB Lang & Lit 1 CLT will collaborate with the GFHS CLT each semester in order to share successful strategies and discuss development needs based on data.

Target Start Date: November 5, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs and reflections

Staff Responsible for Monitoring: CLT members and AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.
Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: URHS & GFHS administrators, IB coordinators, English department chairs, and CLT members

Progress Monitoring Frequency and Tools: CLT meeting dates / logs (by semester); data dialogue samples

Incomplete

Progress Notes: None

Significant Action 4: Progress Monitoring Process: Supervising Administrator will attend weekly CLT meetings to ensure strategies are included in lesson planning.

Target Start Date: September 3, 2024

Target End Date: June 13, 2025

Deliverables/Evidence: CLT Logs

Staff Responsible for Monitoring: AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, English CLTs to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs
Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 5: Progress Monitoring Process: Supervising administrators will observe teachers implementing strategy in the classroom and provide feedback to teacher/CLT.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, English CLTs to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 6: Progress Monitoring: Administrators and instructional leaders will log observation data using the Trend Tracker tool during each walkthrough, informal, and formal observation. Administrators will provide feedback on the PPP-4 that is aligned to evidence of planning for differentiated and scaffolded instruction, students actively engaged in performing meaningful learning tasks at the appropriate level of rigor, and student completing low-stakes, generative writing tasks on a daily basis.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: PP4 feedback; Trend Tracker Tool (7-sets rubric)

Staff Responsible for Monitoring: Administrators, Instructional Leadership

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Coordinator, IB Lang & Lit CLT to include ESOL & SpEd Co-Teachers and ELD 11 teachers

Progress Monitoring Frequency and Tools: Monthly/quarterly trend tracker data, pass rates on common summative assessments, informal/formal observation feedback

Incomplete

Progress Notes: None

Impact/Implementation Goal 4 Details	Formative Reviews		
Impact/Implementation Goal 4 Goal Type: Implementation Goal Implementation Goal: Student: 100% of students will be engaged in reading, writing, or speaking tasks aligned to the rigor of the IB Lang & Lit Curriculum as measured by a classroom observation data trend tracker. (BOY: 70%, MOY: 85%)	Formative		
	BOY	MOY	EOY

Significant Action 1: IB Language & Literature SL 1 students will engage in common summative assessments aligned to the standards.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, common summative assessments

Staff Responsible for Monitoring: CLT members and AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.
Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Lang & Lit CLT to include ESOL & SpEd Co-Teachers and ELD 11 teachers

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common summative assessment samples, data dialogue samples

Incomplete

Progress Notes: None

Significant Action 2: IB Language & Literature SL 1 students will engage in 7 step strategies ,with a focus on steps 5 (visuals and vocabulary) and 6 (structured conversations), to perform learning tasks at the appropriate level of rigor as measured by classroom observation data trend tracker.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: AP over English

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Lang & LitCLT to include ESOL & SpEd Co-Teachers

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Commitment 1: Learning and Achievement for All

Theory of Action 6

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
consistently engage students in explicit instruction using Approaches to Learning (ATL): Communication skills (RB) in our ELD English and Social Studies classes (English 9, English 10, Government, and World History 1)	teachers will integrate Approaches to Learning (ATL) Communication skills into their lessons and provide structured opportunities for students to enhance their communication skills, and students will be engaged in meaningful learning activities that foster the development stronger affective speaking skills	100% of ELL students achieving appropriate growth for their respective level in the WIDA Access Speaking domain, resulting in the overall rate of English Learner Progress rising from 50% to 55%.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: 100% of ELL students will make appropriate growth (by level) on the WIDA Access Speaking domain (BOY: 50%, MOY: 60%), resulting in the overall rate of English Learner Progress rising from 50% to 55%.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Implementation Goal: Teacher: At least 75% of classroom observations (walkthrough, informal, formal) in ELD classes (ELD, English 9, English 10, World History 1, and Government) will indicate evidence of planning for explicit instruction in ATL communication skills (RB) using 7-steps (structured conversation), providing opportunities for individual and collaborative oral tasks. (BOY 50%; MOY 60%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development opportunities: ELD classes (ELD, English 9, English 10, World History 1, and Government) will participate in professional learning opportunities including 7-Steps to Language Rich Instruction (if not already completed) and IB Approach to Learning.

Target Start Date: August 12, 2024

Target End Date: December 2, 2024

Staff Responsible for Monitoring: AP over ESOL

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, MYP Coordinator, Secondary ESOL Specialist, English 9; English 10; ELD; World History 1; ELD Government; CLTs

Progress Monitoring Frequency and Tools: Professional Learning Catalog Transcript (evidence of training completion).

Incomplete

Progress Notes: None

Significant Action 2: Planning & Implementation Expectations: ELD class (ELD, English 9, English 10, World History 1, and Government) teachers will work collaboratively in their CLTs to develop a common CLT PGP SMART goal and meet bi-monthly to plan and reflect on smart goal progress.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, PGP Mid-Year and End-of-Year Reflections

Staff Responsible for Monitoring: CLT members and AP over English, Social Studies, and ESOL

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, ELD CLTs, MYP Coordinator.

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common speaking domain strategies and assessments (aligned with WIDA).

Incomplete

Progress Notes: None

Significant Action 3: Progress Monitoring Process: Supervising Administrator will attend bi-monthly CLT meetings to ensure strategies are included in lesson planning.

Target Start Date: September 3, 2024

Target End Date: June 13, 2025

Deliverables/Evidence: CLT Logs

Staff Responsible for Monitoring: CLT members and AP over English, Social Studies, and ESOL

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, ELD CLTs, MYP Coordinator.

Progress Monitoring Frequency and Tools: CLT meeting dates/logs
Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 4: Progress Monitoring Process: Supervising administrators will observe teachers implementing strategy in the classroom and provide feedback to teacher/CLT.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: CLT members and AP over English, Social Studies, and ESOL

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, ELD CLTs, MYP Coordinator.

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Significant Action 5: Progress Monitoring Process: Administrators and Instructional Leadership members will log observation data on the trend tracker tool (7-Steps Rubric) during walk-throughs, informal and formal observations, provide feedback on the PPP4 aligned to evidence of explicit instruction in ATL communication skills connected to WIDA speaking domain.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: PP4 feedback, Trend Tracker Tool (7-steps Rubric)

Staff Responsible for Monitoring: Administrators, Instructional Leadership

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, IB Lang & Lit CLT to include ESOL & SpEd Co-Teachers and ELD 11 teachers

Progress Monitoring Frequency and Tools: Monthly/quarterly trend tracker data, pass rates on common summative assessments, Informal/formal observation feedback

Incomplete

Progress Notes: None

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Student: 100% of students in ELD classes (ELD, English 9, English 10, World History 1, and Government) will be engaged in speaking tasks aligned to ATL: Communication skills (RB) as measured by a classroom observation data trend tracker. (BOY: 70%, MOY: 85%)	Formative		
	BOY	MOY	EOY

Significant Action 1: ELD class (ELD, English 9, English 10, World History 1, and Government) students will engage in common assessments aligned to the ATL: Communication skills and measured on the WIDA rubric.

Target Start Date: August 19, 2024

Target End Date: May 2, 2025

Deliverables/Evidence: CLT Logs, Lesson plans, common assessments

Staff Responsible for Monitoring: CLT members and APs over ESOL, English and Social Studies

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels. Objective 1.3: PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, CLT Members, MYP & IB Coordinators

Progress Monitoring Frequency and Tools: CLT meeting dates/logs, common assessment samples, data dialogue samples

Incomplete

Progress Notes: None

Significant Action 2: ELD class (ELD, English 9, English 10, World History 1, and Government) students will engage in ATL: Communication skills, with a focus on 7 Steps (particularly 6: structured conversations), to practice oral tasks at the appropriate level of rigor as measured by classroom observation data trend tracker.

Target Start Date: September 9, 2024

Target End Date: May 23, 2025

Deliverables/Evidence: Trend Tracker/ CLT logs

Staff Responsible for Monitoring: APs over ESOL, English, and Social Studies

Alignment to Strategic Plan Objective(s): Objective 1.1: PWCS will provide equitable opportunities for all students to achieve at high levels.

Office/Dept Collaborators: Administrators, Instructional Coach, Secondary ESOL Specialist, ELD CLTs, MYP & IB Coordinators

Progress Monitoring Frequency and Tools: Feedback from administrator

Incomplete

Progress Notes: None

Commitment 2: Positive Climate and Culture

Division Objective:

2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we identify a focus group of 9th graders that were previously chronically absent, partner with families and provide opportunities for mentoring and academic support (RB)	staff will monitor and facilitate support and mentoring interactions involving the targeted students and targeted students will increase daily attendance rates	a reduction in the chronic absenteeism rate from 40.8% to 36% for ALL students, and 36% to 32% for 9th grade students.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: Chronic absenteeism rate will decrease from 40.8% to 36% for ALL students, and 36% to 32% for 9th grade students.	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: Staff: 100% of identified staff will develop, implement, and monitor individualized student support plans for 100% of "at risk" 9th grade students. (BOY: 60%, MOY: 80%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development: Training for counselors and administrative staff to support the identification and monitoring of students who are "at risk." For counselors, this will include PD on monitoring students using reports available, and the use of EWS and Student Support Plans in the Hub, and FSS in SchoolStatus. Training will also include the use of Student Support Plans in the Hub to log interactions and supports.

Deliverables/Evidence: HUB Student Support plan goal progress entries
 Meeting Notes
 HUB/FSS Report

Staff Responsible for Monitoring: Counseling Team

Admin Team

Alignment to Strategic Plan Objective(s): 2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.

Office/Dept Collaborators: CIS coordinator
Discipline Team

Title I:
4

Incomplete

Progress Notes: None

Significant Action 2: Planning & Implementation: 9th Grade support teams will identify students for targeted Best Practice interventions using Student Support Team meeting structure and cadence to regularly monitor identified "at risk" students and track their progress.

Target Start Date: August 19, 2024

Deliverables/Evidence: DART reports
Disciplinary reports
SSP logs

Staff Responsible for Monitoring: Counseling
Admin Team
CIS
Attendance Intervention Specialist
Attendance Officer

Alignment to Strategic Plan Objective(s): 2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.

Office/Dept Collaborators: Teachers

Progress Monitoring Frequency and Tools: SSPs

Incomplete

Progress Notes: None

Significant Action 3: Monitoring Progress: SSP meetings tracked in the HUB

Deliverables/Evidence: SSP in the Hub

Staff Responsible for Monitoring: Support Teams to include Administrators, Counselors, CIS, Attendance Intervention Specialist, Attendance Officer, and teachers

Incomplete

Progress Notes: None

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Student: 100% of identified students will follow their individualized support plan. (BOY: 60%, MOY: 80%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Students identified as "at-risk" will meet with grade-level graduation team and be an active participant in their student support plan.

Target Start Date: August 19, 2024

Deliverables/Evidence: Attendance and progress for programs
Student individual grades
SSP logs

Staff Responsible for Monitoring: Counseling
Admin Team
CIS
Attendance Intervention Specialist
Attendance Officer

Alignment to Strategic Plan Objective(s): 1.3 PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Teachers

Progress Monitoring Frequency and Tools: SSPs

Title I:
4

Incomplete

Progress Notes: None

Funding Sources: - Title I - \$110,000

Commitment 2: Positive Climate and Culture

Theory of Action 2

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
identify a focus group of 9th graders who have various "at-risk" factors, partner with families and provide opportunities for mentoring, and academic support (RB)	staff will monitor and facilitate support and mentoring interactions involving the targeted students and targeted students will decrease exclusionary discipline rates	a reduction in exclusionary discipline from 6.4% to 5.4% for ALL students and 10.2% to 9.2% for 9th grade students.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: URHS will see a reduction in exclusionary discipline from 6.4% to 5.4% for ALL students and 10.2% to 9.2% for 9th grade students. BOY: 10% reduction in MK1 23-24 to 24-25; MOY: 10% reduction in MK2 23-24 to 24-25	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: Staff: 100% of identified staff will develop, implement, and monitor individualized student support plans for 100% of "at risk" 9th grade students. (BOY: 60%, MOY: 80%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development: Training for counselors and administrative staff to support the identification and monitoring of students who are "at risk." For counselors, this will include PD on monitoring students using reports available, and the use of EWS and Student Support Plans in the Hub, and FSS in SchoolStatus. Training will also include the use of Student Support Plans in the Hub to log interactions and supports.

Deliverables/Evidence: HUB Student Support plan goal progress entries
 Meeting Notes
 HUB/FSS Report

Staff Responsible for Monitoring: Counseling Team
 Admin Team

Alignment to Strategic Plan Objective(s): 2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and

emotional wellness for all.

Office/Dept Collaborators: CIS coordinator
Discipline Team

Title I:

4

Incomplete

Progress Notes: None

Significant Action 2: Professional Development - The 9th grade team will be trained in restorative practices.

Target Start Date: September 2, 2024

Target End Date: June 13, 2025

Deliverables/Evidence: Completed training

Staff Responsible for Monitoring: Admin.

Alignment to Strategic Plan Objective(s): 2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.

Office/Dept Collaborators: Admin
Counselors
Teachers

Incomplete

Progress Notes: None

Significant Action 3: Planning & Implementation: 9th Grade support teams will identify students for targeted Best Practice interventions using Student Support Team meeting structure and cadence to regularly monitor identified "at risk" students and track their progress.

Target Start Date: August 19, 2024

Deliverables/Evidence: DART reports
Disciplinary reports
SSP logs

Staff Responsible for Monitoring: Counseling
Admin Team

Alignment to Strategic Plan Objective(s): 2.1 PWCS will provide a learning environment which fosters inclusivity, connectedness, and encourages social and emotional wellness for all.

Office/Dept Collaborators: Teachers

Progress Monitoring Frequency and Tools: SSPs

Incomplete

Progress Notes: None

Significant Action 4: Monitoring Progress: SSP meetings tracked in the HUB

Deliverables/Evidence: SSP in the Hub

Staff Responsible for Monitoring: Support Teams to include Administrators, Counselors, and teachers

Incomplete

Progress Notes: None

Impact/Implementation Goal 3 Details	Formative Reviews		
Impact/Implementation Goal 3 Goal Type: Implementation Goal Implementation Goal: Student: 100% of identified students will follow their individualized support plan. (BOY: 60%, MOY: 80%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Students identified as "at-risk" will meet with grade-level graduation team and be an active participant in their student support plan.

Target Start Date: August 19, 2024

Deliverables/Evidence: Attendance and progress for programs
Student individual grades
SSP logs

Staff Responsible for Monitoring: Counseling
Admin Team

Alignment to Strategic Plan Objective(s): 1.3 PWCS will prepare all staff members to support and challenge all students.

Office/Dept Collaborators: Teachers

Progress Monitoring Frequency and Tools: SSPs

Title I:
4

Incomplete

Progress Notes: None

Funding Sources: - Title I - \$110,000

Commitment 3: Family and Community Engagement

Division Objective:

3.1 PWCS will engage families as authentic partners in education to support academic progress., 3.2 PWCS will work collaboratively with community agencies and business partners to support strategic initiatives., 3.3 PWCS will ensure honest, transparent, and two-way communication with families, schools, the and community to foster trusting relationships.

Theory of Action 1

If we ... (strategy(ies))	then ... (expected behavioral changes)	which will lead to ... (expected impact outcome)
If we establish a clear process to support a high-functioning advisory committee that includes communicating frequently and effectively, having a clear and aligned purpose, and clearly defined roles, responsibilities, and procedures,	parents and staff will have a shared understanding of how they can influence decisions at the school as collaborative partners	Unity Reed High School to having a high-functioning advisory committee by the end of SY24-25.

Impact/Implementation Goal 1 Details	Formative Reviews		
Impact/Implementation Goal 1 Goal Type: Impact Goal Impact Goal: Unity Reed High School will have a high-functioning advisory committee by the end of SY 24-25	Formative		
	BOY	MOY	EOY

Impact/Implementation Goal 2 Details	Formative Reviews		
Impact/Implementation Goal 2 Goal Type: Implementation Goal Implementation Goal: Unity Reed will meet 16 out of 20 (80%) components on the highly functioning advisory council rubric each quarter. BOY (10 out of 20 components - 50%) MOY (13 out of 20 components - 65%)	Formative		
	BOY	MOY	EOY

Significant Action 1: Professional Development: The principal will receive professional learning on the components and development of a High Functioning Advisory Committee

Target Start Date: August 1, 2024

Target End Date: August 30, 2024

Deliverables/Evidence: Certificate of completion or transcript from professional learning catalog

Staff Responsible for Monitoring: Principal

Alignment to Strategic Plan Objective(s): Objective 3.1: PWCS will engage families as authentic partners in education to support academic progress

Objective 3.2: PWCS will work collaboratively with community agencies and business partners to support strategic initiatives.

Objective 3.3: PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships

Office/Dept Collaborators: Central Office staff

Progress Monitoring Frequency and Tools: n/a

Incomplete

Progress Notes: None

Significant Action 2: Planning & Implementation Expectations: Unity Reed HS will implement the following components of a High-Functioning:

1. Developing Bylaws (1)
2. Establishing the minimum members (1)
3. Adding students and family members (1)
4. SACI Rep (1)
5. Giving SACI Rep time in the agenda (1)
6. Open Chair time (1)
7. Publish meeting dates, agendas, and contact information on website
8. Post meeting minutes on website after meetings
9. Interpretation Services
10. Utilizing Canvas Resources
11. Advisory council chair who works in collaboration with the principal

Target Start Date: August 15, 2024

Target End Date: May 1, 2025

Deliverables/Evidence: artifacts to include evidence each of the components listed above

Staff Responsible for Monitoring: Principal

Alignment to Strategic Plan Objective(s): Objective 3.2: PWCS will work collaboratively with community agencies and business partners to support strategic initiatives.

Objective 3.3:

PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships

Office/Dept Collaborators: School Administrators, Parent Liaisons, SALC

Progress Monitoring Frequency and Tools: Quarterly

Incomplete

Progress Notes: None

Significant Action 3: Monitoring Process: At least 3 times during the year, Unity Reed HS will conduct a self-assessment using the HFAC rubric to assess progress towards the goal of having a high-functioning advisory committee

Target Start Date: August 15, 2024

Target End Date: May 1, 2025

Deliverables/Evidence: HFAC rubric

Staff Responsible for Monitoring: Principal

Alignment to Strategic Plan Objective(s): Objective 3.3: PWCS will ensure honest, transparent, and two-way communication with families, schools, and the community to foster trusting relationships

Office/Dept Collaborators: School Administrators

Progress Monitoring Frequency and Tools: Quarterly

Incomplete

Progress Notes: None

Commitment 4: Organizational Coherence

Title I

1: Component 1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is included in the Current State, Desired State, Strategic Priorities, Root Cause, and Theory of Action.

2: Component 2: Schoolwide Reform Strategies

100% of English, Biology, and Algebra I CLTs will meet a minimum of 3 times per quarter to collaborate on aspects of design and prioritizing literacy in instruction and assessment Monitor and communicate Chronic absenteeism to families; increase communication with families about achievement During each marking period of 2023-2024, at least 40% of the students' grades will be determined by common summative assessments used by all Biology members of each CLT. Universal screenings for reading CFA in Biology Paint a picture of Biology and English classrooms - short but describe English classes have an average of 26 students per class. Unity Reed offers self-contained and co-taught SPED and ESOL classes. This year, all 11th graders will be enrolled in IB SL1 classes. Teachers use various strategies to differentiate and scaffold the standards. English teachers have been noted to engage students as they are active participants in their own learning journey. All co-teachers have been trained in co-teaching models and co-plan, co-instruct, co-assess, and co-reflect. Teachers use various strategies and methods to make content accessible for all, considering the individual needs and language development levels of all learners. This year, teachers will incorporate 7-Steps strategies and design instruction with the principles of UDL. Biology classes have an average of 26 students per class. Unity Reed offers 10 sections of co-taught Biology sections with an ESOL teacher and 3 sections with a Special Education teacher. The Special Education Department offers 1 section of self-contained Biology. All co-teachers have been trained in co-teaching models and co-plan, co-instruct, co-assess, and co-reflect. Teachers use various strategies and methods to make content accessible for all, considering the individual needs and language development levels of all learners. This year, teachers will incorporate 7-Steps strategies and design instruction with the principles of UDL. Algebra 1 classes have an average of 26 students per class. Unity Reed offers self-contained and co-taught SPED and ESOL classes. All co-teachers have been trained in co-teaching models and co-plan, co-instruct, co-assess, and co-reflect. Teachers use various strategies and methods to make content accessible for all, considering the individual needs and language development levels of all learners. This year, teachers will incorporate 7-Steps strategies and design instruction with the principles of UDL.

3: Component 3: Extended Learning Opportunities

Coordinate an after school tutoring program for students not meeting benchmarks for core content areas. Students with disabilities are offered a study hall after school Credit Recovery: The program is an opportunity for students to recovery one or more credits. Senior Credit Recovery is offered to Seniors that have been identified as failing core classes at the end of the 1st semester. Students are given the opportunity to recovery the first semester through Edmentum and Canvas courses. Students meet with teachers twice a week after school for support with their credit recovery courses. Progress is monitored by the students' counselors and the credit recovery team. Weekly Unity Reed High School Generated by Plan4Learning.com 67 of 76 School Continuous #568 June 10, 2024 7:41 AM check-ins are administered with students, as well as school status notifications to parents about the program. At the end of the school year, a similar 2-week credit recovery is offered to underclassmen who failed a core-class for the year. SOL Academy: The academies are offered twice a year before the fall and spring SOL testing window. Students have the opportunity to work through a canvas course or meet weekly with core-courses with end-of-course SOL exam. Teacher provide weekly lessons after school to help prepare students for the SOL. This is a voluntary program and students chose the academy to attend. EL Strategies: After-School tutoring in Lions Den with support of ESOL teacher. SOL specific remediation to support EL students with language and content to support language development in the content areas. SOL Remediation: SOL remediation is a program for qualified students who have not earned a verified credit or will be taking the expedited retake. SOL remediation is a pull out program that is offered multiple times during the year. It is taught by current and former teachers.

4: Component 4: Strategies to address students at risk for not meeting challenging standards

4.1: Component 4.1: Counseling, school-based mental health programs, specialized instructional support services,

mentoring services, and other strategies to improve students’ skills outside the academic subject areas

Tiered Support by Counseling Staff: Counselors will focus on seniors who encountering barriers to achieving graduation by providing proactive strategies and responsive interventions. Some areas of concern that may contribute to the identification of a student to receive tier 2 and 3 levels of support include absenteeism, credit deficiency, course failures, mental health, balance with non-school related commitments, and/or family dynamics. Tiered supports include (but are not limited to) ensuring parents/guardians are informed of concerns and receive regular updates on progress, collaborating with student, parent/guardian, and school staff to ensure needs are being addressed, connecting students with mentor and/or referral to the Graduation Coach, consult with teachers to ensure appropriate supports within and outside of class, and remediation. Graduation Coach: The graduation coach will work closely with juniors and seniors who are off-track for on-time to ensure they are receiving adequate supports. They will hold conferences with the student, parent/guardians, and other stakeholders as needed to develop and monitor a progress plan. They will provide the plan and regular updates to counselors, teachers, and administrators. They may hold support group meetings to encourage students to help each other, find the benefits of connecting high school with post-secondary opportunities and life beyond high school.

4.2: Component 4.2: Preparation for and awareness of opportunities for postsecondary education and the workforce, which may include career and technical education programs and broadening secondary school students’ access to coursework to earn postsecondary credit while still in high school (such as Advanced Placement, International Baccalaureate, dual or concurrent enrollment, or early college high schools)

Equal Opportunity Schools – In the 2022-2023 school year, we began our partnership with EOS. Their support with data-collection, data-processing, and planning is working in tandem with our IB for ALL initiative. Not only are we ensuring all of our students have experience with advanced coursework, but we are annually surveying students to identify trusted adults, find trends in student attitudes about learning and learning readiness, and create targeted lists of students who need extra encouragement and support in planning for their lives post-graduation. EOS provides additional information and supports to teachers and counselors as we work with students on their post-graduation plans. International Baccalaureate – Our IB and AP courses offer students the ability to earn college credits while still in high school, but more importantly they prepare students with the skills, learning attributes, background knowledge, and confidence to succeed after graduation. Our MYP courses in 9th and 10th grade prepare students for this learning and our openenrollment policy means students are not limited in enrollment by test scores, GPA, or teacher recommendations. Students are also able to elect how many MYP courses to take each year. Our IB for ALL Initiative has every 11th grade student participating in IB Language & Literature SL, a course that aligns powerfully with our county adoption of “7 Steps to a Language-Rich, Interactive Classroom”. In 11th and 12th grade, students planning on attending post-secondary education have the option to supplement this course with additional courses from the 20 AP/IB options that URHS offers. Students can pursue Unity Reed IB Honors, The IB Diploma, or combine their academic achievement with a career focus.

CTE – In our CTE programs, we want to offer students the chance to explore different career opportunities, but also to begin earning the credentials and certifications necessary to begin working in their chosen fields after graduation. We teach students about their options through career fairs, the academic advising process, classroom visits, and specialty program information nights. This outreach begins as early as elementary school, as our students and teachers travel to feeder elementary and middle schools to showcase career options students can pursue in high school. Many of our CTE programs are robust, with high enrollment and students exiting the programs directly into successful careers (ex: Cosmetology, AFJROTC, Firefighting, Electricity). Others are in development, such as our Aviation Maintenance Program, which we are working closely with the CTE Office on to align certifications and expand offerings. JVG- Jobs for Virginia Graduate (JVG) is a non-profit organization which focused on at-risk student toward graduation and college or career opportunities. JVG is an affiliate of Jobs for America’s Graduates (JAG). Unity Reed High School offers a 2-year Senior program, the first year students work on Employability skills curriculum featuring core competencies-based instruction – including units on career planning and decision making, job seeking, job retention, basic academics, leadership and self-development, and personal skills. During the 2nd year student participate in post graduation follow-ups where graduates and their employers are providing twelve months of follow-up assistance to facilitate students’ successful transition into the labor market and/or post-secondary education.

4.3: Component 4.3: Implementation of a schoolwide tiered model to prevent and address problem behavior, and early intervening services, coordinated with similar activities and services carried out under the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.)

Students with disabilities are offered a study hall after school AIMSWEB Plus Progress Monitoring for SPED students with a reading deficit MTSS Training

4.4: Component 4.4: Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data from academic assessments, and to recruit and retain effective teachers, particularly in high-need subjects

MTSS training 7 Steps Professional Development for entire staff Data Review and analysis professional development for English and Biology CLTs AIMSWEB Plus Progress Monitoring Training for new SPED teachers Handle with Care training Learning Innovations Committee with Instructional Coach Teaching ELs with Sheltered Instruction training for all URHS teachers

4.5: Component 4.5: Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs and, if programs are consolidated, the specific state educational agency and local education agency programs and other federal programs that will be consolidated in the schoolwide program

One of Us Event for incoming freshman IEP transition meetings for incoming freshman CTE Recruitment Events at feeder middle schools Naviance Training sessions for Seniors Graduation Coach VCAC College Advisor

School Continuous Funding Summary

Title I						
Commitment	Theory of Action	Impact/Implementation Goal	Significant Action	Resources Needed	Account Code	Amount
1	4	4	1			\$110,000.00
2	1	3	1			\$110,000.00
2	2	3	1			\$110,000.00
Sub-Total						\$330,000.00
Site-Based Budget						
Commitment	Theory of Action	Impact/Implementation Goal	Significant Action	Resources Needed	Account Code	Amount
1	4	3	2			\$20,000.00
Sub-Total						\$20,000.00