

**Prince William County Public Schools**  
**Unity Reed High School**  
**2023-2024 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   | 6  |
| Family and Community Engagement  | 7  |
| Strategic Priorities   | 10 |
| Commitments  | 11 |
| Commitment 1: Learning and Achievement for All   | 12 |
| Commitment 2: Positive Climate and Culture   | 25 |
| Commitment 3: Family and Community Engagement  | 31 |
| Commitment 4: Organizational Coherence   | 34 |
| Title I  | 35 |
| 1: Component 1: Comprehensive Needs Assessment   | 36 |
| 2: Component 2: Schoolwide Reform Strategies   | 36 |
| 3: Component 3: Extended Learning Opportunities  | 36 |
| Component 4: Strategies to address students at risk for not meeting challenging standards  | 37 |
| 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   | 37 |
| 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) | 37 |
| 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.)   | 38 |
| 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   | 38 |
| 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  | 38 |
| School Continuous Funding Summary  | 39 |

# Comprehensive Needs Assessment

## Learning and Achievement for All

### Learning and Achievement for All Current State

At URHS, the current state related to Academic Achievement for all is as follows:

Unity Reed anticipates being fully accredited based on three year accreditation 2022-2024. Unity Reed saw academic improvement for accreditation on SOL's in the areas of Science (52-57% and made R10 improvement), as well as significant improvement in Mathematics (60-77%). 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.

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

In 2023-2024, URHS anticipated being fully accredited and the on-time graduation rate is not available. URHS in 2022-2023 was below the federal benchmark standard with a federal standard graduation rate of 78% (note: the federal benchmark standard does not look at students who need additional time to graduate). When the dropout rate (12.8%) was analyzed by sub-population, the dropout rate for Hispanic students (17.46%), English Language Learners (27.69%), and students with disabilities (17.5%) was higher compared to other groups of students. The graduation and drop-out did not show growth, specially for EL and Hispanic learners. The on-time graduation is anticipated to be between 77-80% which is 3-6 points below 2022-2023. The Class of 2023 was impacted by Covid and on-line learning significantly.

The number of students taking advanced courses remained consistent between 2018 and 2021, and even experienced some growth post-COVID. The percentages of students taking IB/AP courses at URHS were 18.2%, 16.2%, and 17.5% in 2018-2019, 2019-2020, and 2020-2021, respectively, but rose to 24% in 2021-2022 and 26% in 2022-2023. Additionally, in those years URHS began the IB for ALL initiative through the International Baccalaureate Organization and joined the Equal Opportunity Schools partnership in PWCS. The end-of-year EOS report for the 2022-2023 school year anticipates that our enrollment will exceed 40% in 2023-2024. This is due in large part to our adoption of the IB Language & Literature SL course for all students, a move that will be a focus for support in the 2023-2024 school year.

(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 22-23 and these programs will continue 23-24.

1. IB Study Hall Tuesdays and Thursdays
2. Special Education Study Hall Tuesdays and Thursdays
3. Algebra II Tutorial once a week
4. EL High Dosage Tutoring weekly - ended in 22-23
5. Math High Dosage Tutoring monthly
6. English High Dosage Tutoring weekly- ended in 22-23
7. Senior Credit Recovery
8. Underclassmen Credit Recovery
9. English and Math Honor Societies Peer Tutoring
10. Fall and Spring SOL Academy

### **Learning and Achievement for All Desired Future State**

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 2024-2025, URHS will have a 90% on-time graduation rate. In 2023-2024, URHS will see an increase of at least 5 percentage points in on-time graduation rates from 2022-2023 rates. Increase the percentage of students obtaining a diploma who identify as ELL, economically disadvantaged, and SPED 2022-2023 rate (80%), 2023-2024 rates +5% (85%), 2024-2025 rates +10% (90%).

By 2024-2025, URHS will increase its SOL pass rate to 90% in Reading. In 2023-2024, URHS will see an increase of at least 6 percentage points in the Reading SOL pass rate. URHS will see an increase of at least 8% on pass rates for the Reading SOL for EL students and SPED students each year compared to the 2022-2023 rate (77%), 2023-2024 rates +6% (83%), 2024-2025 rates +13% (90%).

By 2024-2025, URHS will increase its SOL pass rate to 80% in Biology. In 2023-2024, URHS will see an increase of at least 13% in the Science SOL pass rate. URHS will see an increase of at least 8% on pass rates for the Reading SOL for EL students and SPED students each year compared to the 2022-2023 rate (57%), 2023-2024 rates +13% (70%), 2024-2025 rates +23% (80%).

By 2024-2025, URHS will increase its College, Career, and Civic Readiness Index rating to 85%. 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) URHS will increase this rating to 55% by 2021-2022. URHS will increase this rating to 70% by 2022-2023. URHS will increase this rating to 78% by 2023-2024. **This data is not yet available at this time.**

### **Strategic Priorities Identifying Learning and Achievement for All Needs**

**Strategic Priority 1 (Prioritized):** Effective instructional practices (instructional core) to increase literacy engagement for all students in English, Biology, and Algebra 1. **Root Cause:** Inconsistency of Effective Instructional Practices around Literacy

# Positive Climate and Culture

## Positive Climate and Culture Current State

In SY 22-23, 73.39% of students report satisfaction with student climate, belonging, and wellness. Over the past three school years, 23.75% (2019) to 44% (2022) of students have been chronically absent. There was no improvement in 22-23.

In the 2022-2023 school year, 8.72% of students received exclusionary discipline; 8.38% of EL students and 18.62% of SPED students, Asian 2.14%, Black 20.28%, Hispanic 7.91%, White 3.59%.

In the 22-23 SY, 65.89% of teachers feel they do not play an important role in decision-making at school.

## Positive Climate and Culture Desired Future State

By 2024-25, 90% of students will report satisfaction with the school climate, belonging, and wellness domains on the PWCS Division-wide Survey of Climate and Culture. URHS will report an 8.33% increase every year over the course of the next three years on student satisfaction with the school climate, belonging, and wellness domains SY22 65%, SY 23 73%, SY24 82%, SY 25 90%.

By 2024-25, 90% of teachers will report satisfaction with the school satisfaction and engagement at work on the PWCS Division-wide Survey of Climate and Culture. URHS will report a 5% increase every year over the course of the next three years on school satisfaction and engagement at work. SY 22 72%, SY 23 66%, SY 24 78%, SY 25 90%.

By 2024-25, 90% of students and staff will report feeling safe at school on the PWCS Division-wide Survey of Climate and Culture. URHS will report a 4% increase every year over the course of the next three years in safety at school. SY 22 78%, SY23 73%, SY 24 81%, SY 25 90%.

By 2024-25, the URHS on-time graduation rate will increase 3% per year, including an increase of at least 3% for EL and SPED students. There will be a corresponding decrease of 2% in the drop-out rate. Graduation rate: SY22 85%, SY23 88%, SY24 91%, SY 25 95%. Dropout rate SY 22 13%, SY 23 11%, SY 24 8%, SY 25 6%.

By 2024-2025, the URHS chronic absenteeism will decrease to no more than 15% of students being chronically absent. SY 22 44%, SY 23, 30%, SY 24 20%, SY 25 15%.

## Strategic Priorities Identifying Positive Climate and Culture Needs

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

# Family and Community Engagement

## Family and Community Engagement Current State

100% parent participation in 504 meetings

80% parent participation in Special Education Meetings

60 families attended the Quarter 1 Touch Base

In 2019-2020 No parents signed up for the in-school PEP program. The program has not been offered since.

In 2019-2020, out of 64 families identified as having been recently reunified, only 7 families signed up for the Families Reunite Program and attended only 1/3 of the sessions. The program was canceled.

PTSO and Planning Council participation has remained at less than 10 parents for the last 4 school years.

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

In the 2022-2023 Division Parent Survey satisfaction results show and overall satisfaction results of 80-90 %. When compared with other secondary schools, URHS had similar results to high schools with similar demographics; however, URHS had significantly fewer respondents than the county high school average with 4% completion. ■

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. The Principal's Advisory Council, Business Partnerships, PTSO, and Family Outreach are all core components. Since the pandemic, Unity Reed has seen a decrease in parent engagement and now being identified as a Title I School is planning to make additional outreach to parents and families. Presently, the PTSO is undergoing new leadership and the Advisory consists of 6 active parents along with formal business partnerships through JVG and Micron.

As a Title 1 school, we held four annual engagement events.

**Back to School Night:** On August 31, 2022, Unity Reed held a "Open House" format Back to School Night. Dr. Nichols addressed parents, students, and community members in the auditorium at 6pm. Student's and parents were given schedules or followed schedules in StudentVue and ParentVue to meet student's teachers between 6-8pm. Maps, guides, and interpreters were available on every floor to assist families. Babysitting was available for parents with elementary aged students while parents participated. Families signed in for attendance tracking using laptops and a QR code. Over 100 families attended the event.

**Title I Annual Meeting:** On October 12, 2022, the Title 1 Annual meeting was held virtually. The purpose of the event was to inform parents about Title 1 and share data about the school. The school community collaborated to create the parent policy for the Family-School Compact brochure. There was 1 parent in attendance for the meeting.

**Lion's Breakfast:** On January 30, 2023, breakfast was served in the cafeteria for families and school staff. This event began with a family style meal to encourage connections and relationships within our school community. Parents were informed about student's classes and upcoming assessments/SOLs to help student mastery of content. Parents communicate and organize their student's lives at home which correlates to the same process at school. Families that attended the breakfast engaged with teachers, and became familiar with class assessments including SOLs. A total of 37 families (66 attendees) participated in the event (5 for 12<sup>th</sup> grade, 5 for 11<sup>th</sup> grade, 11 for 10<sup>th</sup> grade, 10 for 9<sup>th</sup> grade, the rest not declared per the sign-in sheet).

**Literacy Festival:** On May 11<sup>th</sup> Student Leadership Activities, the URHS Library, Administration Team, and English Dept. combined to hold and facilitate a Literacy Fair at URHS. This event goal focused on providing literacy resources and support to students and families using URHS and community partners such as local bookstores and the Bull Run library (in line with our 3<sup>rd</sup> CIP Goal to increase engagement and satisfaction by parents with URHS and promote trusting and informed relationships with stakeholders). Over 200 people attended the event which featured a book swap/free book, sign up for our SAVE program, Bull Run Library sign up and Summer Reading program, inform URHS stakeholders about how to improve literacy skills and the benefits of reading on academics/well-being, as well as food, social activities, and door prizes (30 \$10.00 gift certificate to McKay's Book Store) for those in attendance.

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

### **Family and Community Engagement Desired Future State**

By 2024-25, 90% of URHS families will report satisfaction with clarity, honesty, and transparency of communication with the school.

Through 2024-25, URHS will maintain its formal business or community agency partnerships aligned with identified priorities in the school continuous improvement plan.

BY 2024-25, 90% of URHS parents will report that they have opportunities to authentically engage with their child's school about their child's learning and school experience.

**Strategic Priorities Identifying Family and Community Engagement Needs**

**Strategic Priority 1 (Prioritized):** Clear, consistent, meaningful and timely communication from school to parents and community, utilizing available communication tools **Root**

**Cause:** Language/cultural barriers to engaging with the school

# Strategic Priorities

**Strategic Priority 1:** Effective instructional practices (instructional core) to increase literacy engagement for all students in English, Biology, and Algebra 1.

**Root Cause 1:** Inconsistency of Effective Instructional Practices around Literacy

**Strategic Priority 1 Areas:** Learning and Achievement for All

**Strategic Priority 2:** Decrease rates of exclusionary discipline and chronic absenteeism

**Root Cause 2:** Lack of consistency in communicating expectations and addressing discipline

**Strategic Priority 2 Areas:** Positive Climate and Culture

**Strategic Priority 3:** Clear, consistent, meaningful and timely communication from school to parents and community, utilizing available communication tools

**Root Cause 3:** Language/cultural barriers to engaging with the school

**Strategic Priority 3 Areas:** Family and Community Engagement

# 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)  |
|---|---|---|
| center our CLT conversations around student assessment data | teachers will implement effective Tier 2 instruction more consistently (targeted interventions and remediation) | increased achievement for students on set benchmarks. Alg 1 77 - 80%, Bio from 57- 70 %, and ENG 11 77 -83 %. |

**Strategic Priorities:** Learning and Achievement for All 1

| Impact/Implementation Goal 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <b>Impact/Implementation Goal 1</b><br><br><b>Impact Goal:</b> In 2023-2024, URHS students with a disability, EL, and dually identified, in English grades 9-11 will show an overall growth of 10% on AIMSWEB progress monitoring and STAR data.<br><br><b>Implementation Goal:</b> The intervention supports will be administered throughout the year and will be used to identify student groups to provide targeted support. Targeted support will be monitored using data: x/y students receiving targeted support. (monthly) | Formative         |     |     |
|   | BOY               | MOY | EOY |
|   |                   |     |     |

**Significant Action 1:** English CLTs will meet a minimum of 3 times per quarter to collaborate on aspects of instruction and assessment prioritizing literacy and supports for the identified targeted groups.

**Target Start Date:** August 14, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** CLT Logs

**Staff Responsible for Monitoring:** Administration  
Instructional Coach

**Alignment to Strategic Plan Objective(s):** 1.1

**Office/Dept Collaborators:** English teams

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Create target support groups in English based on Star Data

**Target Start Date:** September 18, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Assessment data (from Star) and targeted support rosters; includes baseline data as well as progress

**Staff Responsible for Monitoring:** Instructional Administrative Team

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

SP 1: Effective instructional practices (instructional core) to increase literacy engagement for all students in English and Biology

**Office/Dept Collaborators:** ELA, ELL and SPED Departments

**Progress Monitoring:** Star baseline administration in 1st quarter / Sept to create rosters. Update / revise at end of semester 1 / Jan; final revision at end of 3rd quarter / April.

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Create target support groups in English based on AIMSWEB

**Target Start Date:** August 21, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Assessment data (from AIMSWEB) and targeted support rosters; includes baseline data as well as progress

**Staff Responsible for Monitoring:** Instructional Administrative Team

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

SP 1: Effective instructional practices (instructional core) to increase literacy engagement for all students in English and Biology

**Office/Dept Collaborators:** ELA and SPED Departments

**Progress Monitoring:** AIMSWEB baseline administration took place in 4th quarter of 22-23 (missing students will receive baseline assessment in Sept 23); progress will be monitored through Comp Skills and continued AIMSWEB assessment

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 4:** Create a remediation plan for Star-identified students in target support groups in English.

**Target Start Date:** October 2, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Monthly attendance, schedule, and plans for targeted support

**Staff Responsible for Monitoring:** Instructional Administrative Team; ELA Department Chair

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

SP 1: Effective instructional practices (instructional core) to increase literacy engagement for all students in English and Biology

**Office/Dept Collaborators:** ELA and ELL Department

**Progress Monitoring:** Monthly attendance logs; progress shown on subsequent Star assessments

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 5:** Create a remediation plan for AIMSWEB-identified students in target support groups in English.

**Target Start Date:** August 21, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Monthly attendance and plans for targeted support

**Staff Responsible for Monitoring:** Instructional Administrative Team; SPED Department Chair

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

SP 1: Effective instructional practices (instructional core) to increase literacy engagement for all students in English and Biology

**Office/Dept Collaborators:** SPED Department

**Progress Monitoring:** Monthly attendance logs; progress shown on subsequent AIMSWEB assessments

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 6:** Stakeholders will work with Language Arts Program at KLC to develop resources for targeted support groups.

**Target Start Date:** July 10, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Plans and resources utilized during targeted support sessions

**Staff Responsible for Monitoring:** Instructional administrative team; ELA Department Chair

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

SP 1: Effective instructional practices (instructional core) to increase literacy engagement for all students in English and Biology

**Office/Dept Collaborators:** ELA Department; Instructional Coach; Secondary ELA Coordinator

**Progress Monitoring:** Alignment of student assessment data with targeted support resources (monitored by standard and aligned to SOL)

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 7:** English CLT will participate in a data review and analysis professional development.

**Target Start Date:** August 21, 2023

**Target End Date:** January 26, 2024

**Deliverables/Evidence:** Content of professional development and attendance roster

**Staff Responsible for Monitoring:** Assistant Principal supervising ELA

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

**Office/Dept Collaborators:** ELA Department at URHS and KLC

**Progress Monitoring:** CLT / Data Analysis Logs

**Title I:**

4

**Incomplete**

**Progress Notes:** None

| Impact/Implementation Goal 2 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <b>Impact/Implementation Goal 2</b><br><br><b>Impact Goal:</b> In 2023-2024, 80% of URHS students in Algebra 1 will pass the SOL as monitored by quarterly common assessments.<br><br><b>Implementation Goal:</b> Math interventions and supports will be administered throughout the year and will be used to identify student groups to provide targeted support. Targeted support will be monitored using data: x/y students receiving targeted support monthly. | Formative         |     |     |
|   | BOY               | MOY | EOY |
|   |                   |     |     |

**Significant Action 1:** Create target support groups in Algebra 1 based on Star Data

**Target Start Date:** September 18, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Assessment data (from Star) and targeted support rosters; includes baseline data as well as progress

**Staff Responsible for Monitoring:** Instructional Administrative Team and Department Chairs

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

SP 1: Effective instructional practices (instructional core) to increase literacy engagement for all students in English, Algebra 1 and Biology

**Office/Dept Collaborators:** Math, ELL and SPED Departments

**Progress Monitoring:** Star baseline administration in 1st quarter / Sept to create rosters. Update / revise at end of semester 1 / Jan; final revision at end of 3rd quarter / April.

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Create a remediation plan for Star-identified students in target support groups in Algebra 1, using the criteria for the Algebra Readiness Initiative.

**Target Start Date:** October 2, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Monthly attendance, schedule, and plans for targeted support

**Staff Responsible for Monitoring:** Instructional Administrative Team; Math Department Chair

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

SP 1: Effective instructional practices (instructional core) to increase literacy engagement for all students in English, Algebra 1, and Biology

**Office/Dept Collaborators:** Math and ELL Department

**Progress Monitoring:** Monthly attendance logs; progress shown on subsequent Star assessments

**Title I:**

2

**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)   |
|---|--|--|
| implement targeted '7 Steps for a Language-Rich Classroom | teachers will implement effective Tier 1 instruction more consistently | increased achievement for students on Bio SOL from 57% to 70% and the district quarterly benchmark of 70% , and increased achievement for students on Writing SOL from 67% to 80%. |

**Strategic Priorities:** Learning and Achievement for All 1

| Impact/Implementation Goal 1 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <p><b>Impact/Implementation Goal 1</b></p> <p><b>Impact Goal:</b> In 2023-2024, 70% of URHS students in Biology will pass the SOL.</p> <p><b>Implementation Goal:</b> In Biology classrooms APs will monitor the implementation and the effectiveness of a minimum of one identified 7 Step strategy (student engagement) during informal and formal walkthroughs and observations monthly.</p> | Formative         |     |     |
|   | BOY               | MOY | EOY |
|   |                   |     |     |

**Significant Action 1:** Biology CLTs will meet a minimum of 3 times per quarter to collaborate on aspects of instruction and assessment prioritizing literacy and supports for the identified targeted groups.

**Target Start Date:** August 14, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** CLT Logs

**Staff Responsible for Monitoring:** Administration  
Instructional Coach

**Alignment to Strategic Plan Objective(s):** 1.1

**Office/Dept Collaborators:** Biology teams

**Title I:**  
2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Biology, SPED, and EL teachers will participate and utilize strategies from the 7-Step to a Language-Rich classroom professional development.

**Target Start Date:** August 15, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** Professional development materials and attendance rosters

**Staff Responsible for Monitoring:** Instructional Coach and Instructional Administrative Team

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

**Office/Dept Collaborators:** Science, SPED and ELL Departments

**Progress Monitoring:** Lesson plans, observation reports and instructional rounds

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** The administration will provide feedback on teachers' use of '7-step' strategies.

**Target Start Date:** August 21, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Observation forms; instructional round reports

**Staff Responsible for Monitoring:** Instructional Administrative Team

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

**Progress Monitoring:** Instructional admin meetings to share and reflect on evidence from observations

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 4:** Developing CFA's in Biology as a means for targeting data discussion.

**Target Start Date:** August 14, 2023

**Target End Date:** May 6, 2024

**Deliverables/Evidence:** Common formative assessments (quarterly)

**Staff Responsible for Monitoring:** Supervising Assistant Principal over science; Science Department Chair

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

**Office/Dept Collaborators:** Science Department; Instructional Coach

**Progress Monitoring:** CLT / Data Analysis Logs (reviewed quarterly)

**Title I:**

2, 4

**Incomplete**

**Progress Notes:** None

| Impact/Implementation Goal 2 Details  | Formative Reviews |     |     |
|---|-------------------|-----|-----|
| <b>Impact/Implementation Goal 2</b><br><br><b>Impact Goal:</b> In 2023-2024, 83% of URHS students in English 11 will pass the Reading and Writing SOL.<br><br><b>Implementation Goal:</b> In English 11 classrooms, APs will monitor the implementation and the effectiveness of a minimum of one identified 7 Step strategy (student engagement) during informal and formal walkthroughs and observations monthly. | Formative         |     |     |
|   | BOY               | MOY | EOY |
|   |                   |     |     |

**Significant Action 1:** English CLTs will meet a minimum of 3 times per quarter to collaborate on aspects of instruction and assessment prioritizing literacy and supports for the identified targeted groups.

**Target Start Date:** August 14, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** CLT Logs

**Staff Responsible for Monitoring:** Administration  
Instructional Coach

**Alignment to Strategic Plan Objective(s):** 1.1

**Office/Dept Collaborators:** ELA teams

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** English, SPED, and EL teachers will participate and utilize strategies from the 7-Step to a Language-Rich classroom professional development.

**Target Start Date:** August 15, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** Professional development materials and attendance rosters

**Staff Responsible for Monitoring:** Instructional Coach and Instructional Administrative Team

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

**Office/Dept Collaborators:** ELA, SPED and ELL Departments

**Progress Monitoring:** Lesson plans, observation reports and instructional rounds

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** The administration will provide feedback on teachers' use of '7-step' strategies.

**Target Start Date:** August 21, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Observation forms; instructional round reports

**Staff Responsible for Monitoring:** Instructional Administrative Team

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

**Progress Monitoring:** Instructional admin meetings to share and reflect on evidence from observations

**Title I:**

4

**Incomplete**

**Progress Notes:** None

| Impact/Implementation Goal 3 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Impact/Implementation Goal 3</b></p> <p><b>Impact Goal:</b> In 2023-2024, 80% of URHS students in Algebra 1 will pass the Algebra 1 SOL</p> <p><b>Implementation Goal:</b> In Algebra 1 classrooms APs will monitor the implementation and the effectiveness of a minimum of one identified 7 Step strategy (student engagement) during informal and formal walkthroughs and observations monthly.</p> | Formative         |     |     |
|  | BOY               | MOY | EOY |
|  |                   |     |     |

**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)    |
|--|--|---|
| establish graduation monitoring teams (including hiring a graduation coach and VCAC advisor) | we will identify and implement needed student interventions and supports | an increase in the graduation rate from 80% to 85%. |

| Impact/Implementation Goal 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Impact/Implementation Goal 1</b></p> <p><b>Impact Goal:</b> In 2023-2024, the URHS on-time graduation rate will increase from 80% to 85%, including an increase of at least 3% for EL and SPED students. There will be a corresponding decrease of 3% in the drop-out rate.</p> <p><b>Implementation Goal:</b> URHS Student Services will form a graduation monitoring team and implement the tiered graduation supports (monthly) to increase the number of students to graduate on time.</p> | Formative         |     |     |
|  | BOY               | MOY | EOY |
|  |                   |     |     |

**Significant Action 1:** Support target seniors through the addition of a graduation coach and VCAC adviser.

**Target Start Date:** August 21, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Evidence: Classroom lessons, one-on-one meetings, parent/guardian informational sessions.

Deliverables by title:

Grad Coach: creates and maintains positive relationships with students, families, and school staff in order to increase graduation outcomes for students. The role of the graduation coach is two-fold: to find pathways to graduation for students at risk of not graduating on-time and to re-engage students who have dropped out.

VCAC Advisor: recent college graduate supports students to overcome non-academic barriers to post-secondary matriculation through classroom lessons, one-on-one meetings, and parent/guardian informational sessions

**Staff Responsible for Monitoring:** Counseling Director, Instructional Administrative 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:** Counseling Dept (Counselors, College & Career Counselor), Attendance Officer and Intervention Specialist

**Progress Monitoring:** Outreach logs to students and stakeholders

Graduation coach: number of students on track for on-time graduation

VCAC adviser: number of college applications and acceptances, financial aid and scholarship applications and awards, job securement, and military commitments

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Funding Sources:** - Title I

**Significant Action 2:** Graduation Cohort Monitoring Teams will track students' on-time graduation status

**Target Start Date:** August 14, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Meeting notes

Cohort data

HUB Reports

**Staff Responsible for Monitoring:** Counseling

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:** County Dropout Specialist

Title 1 Federal Sustainability Coordinator

**Progress Monitoring:** Tiered Graduation Support list, including actions and conference notes; attendance, course marks, and test results

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Grade-level cohort graduation teams will identify students for target Best Practice interventions (Project Graduation, Credit Recovery).

**Target Start Date:** November 1, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Attendance lists for programs  
Student individual grades

**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:** Quarterly Grade Monitoring  
Attendance  
Program progression

**Title I:**  
4

**Incomplete**

**Progress Notes:** None

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

**Commitment 1 Strategic Priorities:**

|  |
|--|
| <b>Learning and Achievement for All</b>  |
| <b>Strategic Priority 1:</b> Effective instructional practices (instructional core) to increase literacy engagement for all students in English, Biology, and Algebra 1. <b>Root Cause:</b> Inconsistency of Effective Instructional Practices around Literacy |

**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., 2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging., 2.3 PWCS facilities will be welcoming, safe, and sustainable.

**Theory of Action 1**

| If we ... (strategy(ies))  | then ... (expected behavioral changes)  | which will lead to ... (expected impact outcome)           |
|--|---|--|
| develop a set of clear behavioral expectations for 9th grade students; communicate them at the beginning of the year and consistently throughout the year to students and staff using the house system; and follow them with fidelity, | 9th grade student behavior will fall within the Code of Behavior, and consequences will be structured equitably and students and staff will understand the results of infractions | a reduction in exclusionary discipline from 13.49% to 10%. |

**Strategic Priorities:** Positive Climate and Culture 1

| Impact/Implementation Goal 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Impact/Implementation Goal 1</b></p> <p><b>Impact Goal:</b> In 2023-2024, URHS will see an increase in appropriate student behavior through a decrease of 10% (monthly) in disciplinary (non-attendance) referrals and infractions that result in exclusionary discipline.</p> <p><b>Implementation Goal:</b> The 9th-grade house teams will implement a monitoring system of attendance, discipline, and academics to increase engagement which will result in a decrease in disciplinary infractions resulting in exclusionary discipline.</p> | Formative         |     |     |
|  | BOY               | MOY | EOY |
|  |                   |     |     |

**Significant Action 1:** Provide MTSS/Restorative Practices professional training for select teachers

**Deliverables/Evidence:** The MTSS office will train the admin in the fall. Teachers will be offered training before the end of the year.

**Staff Responsible for Monitoring:** Macdonald/Admin Team

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

**Office/Dept Collaborators:** SPED/Admin Team/CLTs

**Progress Monitoring:** Semester 1 - admin training completed  
Semester 2 - teacher training completed

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Create a house team system for 9th grade students

**Deliverables/Evidence:** Students assigned to advisory periods by house  
Advisory curriculum and activities  
Discipline and attendance reports

**Staff Responsible for Monitoring:** Administrative teams, SEL Coaches

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

2.2 PWCS staff will be empowered, supported, and engaged with a strong sense of belonging.

2.3 PWCS facilities will be welcoming, safe, and sustainable.

SP 1: Decrease rates of exclusionary discipline and chronic absenteeism

RC 1: Lack of consistency in communicating expectations and addressing discipline

**Office/Dept Collaborators:** House Team Advisors, student leaders

**Progress Monitoring:** Discipline and attendance reports (monthly), house points (quarterly)

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Creating and implementing a system for monitoring attendance, behavior, and academics.

**Target Start Date:** August 21, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** MUR report, EWS, referral reports, grades, CLT common assessment data analysis.

**Staff Responsible for Monitoring:** Administration team, attendance officer, intervention specialist, graduation coach

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

1.3 PWCS will prepare all staff members to support and challenge all students.

**Office/Dept Collaborators:** Counseling, administration, truancy specialist, grad coach

**Progress Monitoring:** Weekly reports

**Incomplete**

**Progress Notes:** None

**Significant Action 4:** The new 'Communities in Schools' advisor will provide targeted support for select students.

**Target Start Date:** August 21, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** Improve behavior, attendance, and grades

**Staff Responsible for Monitoring:** Administration and Community in School foundation

**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.

1.3 PWCS will prepare all staff members to support and challenge all students.

**Office/Dept Collaborators:** Community in Schools

**Progress Monitoring:** quarterly reports

**Incomplete**

**Progress Notes:** None

**Commitment 2: Positive Climate and Culture**

**Theory of Action 2**

| <b>If we ... (strategy(ies))</b>                           | <b>then ... (expected behavioral changes)</b>  | <b>which will lead to ... (expected impact outcome)</b>                             |
|--|--|---|
| establish grade level (12th grade) cohort graduation teams | targeted students with poor attendance will be identified and provided with interventions and supports | an increase in student attendance from 30% to 20% reduction in chronic absenteeism. |

**Strategic Priorities:** Positive Climate and Culture 1

| <b>Impact/Implementation Goal 1 Details</b>  | <b>Formative Reviews</b> |            |            |
|--|--------------------------|------------|------------|
| <b>Impact/Implementation Goal 1</b><br><br><b>Impact Goal:</b> In 2023-2024, URHS will show an increase in 12th-grade student attendance through a reduction in chronic absenteeism of 10%.<br><br><b>Implementation Goal:</b> URHS Student Services will form a graduation monitoring team and implement the tiered graduation supports (monthly) to increase the number of students on time to graduate. | <b>Formative</b>         |            |            |
|  | <b>BOY</b>               | <b>MOY</b> | <b>EOY</b> |
|  |                          |            |            |

**Significant Action 1:** Grade level cohort graduation teams will identify target Best Practice interventions for attendance.

**Target Start Date:** February 1, 2024

**Target End Date:** May 31, 2024

**Deliverables/Evidence:** Attendance lists for programs  
Student individual grades

**Staff Responsible for Monitoring:** Counseling  
Admin Team  
Attendance Intervention Specialist  
Communities in Schools  
Graduation Coach

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Implement and monitor individual student plans that identify and mitigate individual barriers to successful reduction of chronic absenteeism.

**Target Start Date:** August 21, 2023

**Target End Date:** May 31, 2024

**Deliverables/Evidence:** Senior spreadsheet  
Gradcheck form and EWS (HUB)  
School Status At-Risk List

**Staff Responsible for Monitoring:** Counseling  
Admin Team  
Attendance Intervention Specialist  
Communities in Schools  
Graduation Coach

**Office/Dept Collaborators:** Admin Team

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Support target seniors through the addition of a graduation coach and VCAC adviser.

**Target Start Date:** August 21, 2023

**Target End Date:** May 24, 2024

**Deliverables/Evidence:** Evidence: Classroom lessons, one-on-one meetings, parent/guardian informational sessions.

Deliverables by title:

Grad Coach: creates and maintains positive relationships with students, families, and school staff in order to increase graduation outcomes for students. The role of the graduation coach is two-fold: to find pathways to graduation for students at risk of not graduating on-time and to re-engage students who have dropped out.

VCAC Advisor: recent college graduate supports students to overcome non-academic barriers to post-secondary matriculation through classroom lessons, one-on-one meetings, and parent/guardian informational sessions

**Staff Responsible for Monitoring:** Counseling Director, Instructional Administrative Team

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

**Office/Dept Collaborators:** Counseling Dept (Counselors, College & Career Counselor), Attendance Officer and Intervention Specialist

**Progress Monitoring:** Outreach logs to students and stakeholders

Graduation coach: number of students on track for on-time graduation; number of students who dropped out that reengage with educational program

VCAC adviser: number of college applications and acceptances, financial aid and scholarship applications and awards, job securement, and military commitments; number of students with a verified post-secondary plan

**Title I:**

4

**Incomplete**

**Progress Notes:** None

**Funding Sources:** - Title I

**Commitment 2 Strategic Priorities:**

|                                     |
|-------------------------------------|
| <b>Positive Climate and Culture</b> |
|-------------------------------------|

|   |
|---|
| <b>Strategic Priority 1:</b> Decrease rates of exclusionary discipline and chronic absenteeism <b>Root Cause:</b> Lack of consistency in communicating expectations and addressing discipline |
|---|

### 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)                                |
|---|---|---|
| set expectations for frequent meaningful SchoolStatus communication between educators and parents/guardians | we will increase parents'/guardians' engagement and event participation from 7% to 14% annually | increase parent satisfaction from 70% to 80% with school to home communication. |

**Strategic Priorities:** Family and Community Engagement 1

| Impact/Implementation Goal 1 Details   | Formative Reviews |     |     |
|--|-------------------|-----|-----|
| <p><b>Impact/Implementation Goal 1</b></p> <p><b>Impact Goal:</b> In 2023-2024, Unity Reed High School will see a 5% increase in parent/guardian satisfaction regarding relationships with school.</p> <p><b>Implementation Goal:</b> During 2023-2024, school-to-home and home-to-school communication using SchoolStatus will increase by 10%.</p> | Formative         |     |     |
|  | BOY               | MOY | EOY |
|  |                   |     |     |

**Significant Action 1:** Develop guidelines for meaningful communication between teachers and parents.

**Target Start Date:** August 21, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** Meaningful Communication Guidelines, templates

**Staff Responsible for Monitoring:** Administration and ITC

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

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

**Office/Dept Collaborators:** Unity Reed High School Community

**Progress Monitoring:** Quarterly reports

**Incomplete**

**Progress Notes:** None

**Significant Action 2:** Create a monthly newsletter for schoolwide highlights and updates

**Target Start Date:** August 21, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** Newsletter, Monitoring the number of views

**Staff Responsible for Monitoring:** Unity Reed Community

**Alignment to Strategic Plan Objective(s):** 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.

**Office/Dept Collaborators:** Unity Reed High School Community

**Progress Monitoring:** Monthly

**Incomplete**

**Progress Notes:** None

**Significant Action 3:** Title I Family Engagement Plan (Appendix C)

**Target Start Date:** August 21, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** Annual meeting, Back to School Night, literacy carnival, Lion Breakfast, Touchbase

**Staff Responsible for Monitoring:** Administration Team

**Alignment to Strategic Plan Objective(s):** 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.

**Office/Dept Collaborators:** Administration team, Title 1 Graduation Coach

**Progress Monitoring:** Quarterly

**Incomplete**

**Progress Notes:** None

**Significant Action 4:** URHS will consistently utilize the Parent Welcome Center and Parent Liaison to support parents and facilitate increased engagement.

**Target Start Date:** August 7, 2023

**Target End Date:** June 7, 2024

**Deliverables/Evidence:** Visitor's Log

**Staff Responsible for Monitoring:** Administrative Assistants

**Alignment to Strategic Plan Objective(s):** 3.3

**Title I:**

2

**Incomplete**

**Progress Notes:** None

**Commitment 3 Strategic Priorities:**

|   |
|---|
| <b>Family and Community Engagement</b>  |
| <b>Strategic Priority 1:</b> Clear, consistent, meaningful and timely communication from school to parents and community, utilizing available communication tools <b>Root Cause:</b> Language/cultural barriers to engaging with the school |

**Commitment 4: Organizational Coherence**

**Division Objective:**

4.2 PWCS will remove barriers to communication to facilitate collaboration across offices, schools, and families in the spirit of customer service.

# 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; and high dosage tutoring for ELs
- 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 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.
- 
- **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.

## **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 open-enrollment 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 through the IB Career-Programme, which offers 8 different career-related studies.

**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                 | 3                | 1                          | 1                  |                  |              | \$0.00      |
| 2                 | 2                | 1                          | 3                  |                  |              | \$0.00      |
| <b>Sub-Total</b>  |                  |                            |                    |                  |              | \$0.00      |
| Site-Based Budget |                  |                            |                    |                  |              |             |
| Commitment        | Theory of Action | Impact/Implementation Goal | Significant Action | Resources Needed | Account Code | Amount      |
| 1                 | 3                | 1                          | 3                  |                  |              | \$20,000.00 |
| <b>Sub-Total</b>  |                  |                            |                    |                  |              | \$20,000.00 |