

## ACCOUNTABILITY PROTOCOL PROJECT TEMPLATE

The Accountability Protocol Project (APP) will demonstrate your ability to identify a data-informed problem of practice at your internship site, making data-driven decisions by setting goals and developing effective strategies to improve the problem of practice through training and professional development. The multiple activities of the APP are scaffolded, building upon one another. Each activity is to relate to all the others. Below are the various activities that make up the project.

- A formal and acceptable paragraph is a minimum of five (5) full sentences. Please type your answer following each posed question. Remove any automatic numbers when you insert your answer into the template.
- All links/attachments provided by the student must be functioning links and/or accessible attachments. Please clearly label your attachments (e.g., Part 1\_Quantitative Data).
- This project is required to be completed using this template with submission on Canvas and on CORE, along with all applicable attachments.
- Refer to the Accountability Protocol Project Instructions for the Project Rubric.

**PART 1: Data Collection, Data Analysis, and Guiding Question:** In collaboration with the onsite mentor, school leadership, and faculty members, interns will demonstrate the capacity to develop and lead improvement processes through the use of data by designing a measurable guiding question and at least one goal that addresses a problem of practice at the internship site. The goal is to be aligned with current school-improvement processes (NELP 1.2).

### (a) Quantitative and Qualitative Data Collection and Analysis

- 1) Quantitative data collection for the Fairfax County Public Schools (FCPS) Credit Recovery Academy (CRA) includes student demographic characteristics, enrollment records, attendance, course completion rates, final course grades, Standards of Learning (SOL) assessment results, when applicable, graduation status, and the number of credits recovered. Additional program data, such as withdrawal rates and student participation across the four CRA sites, provide further evidence of program implementation and student outcomes. These data are collected through the division's student information system and summer program records, enabling administrators to monitor student progress, evaluate program effectiveness, and identify trends across schools and student populations. Descriptive statistical analyses, including frequencies, percentages, means, and comparisons among sites and demographic groups, support the identification of performance patterns and areas requiring additional attention.

The analysis of these quantitative data informs the need for continuous improvement by identifying barriers that may limit student success in the accelerated summer program. For example, attendance patterns, withdrawal rates, and unsuccessful course completion can reveal challenges related to student engagement, transportation, or access to academic and behavioral supports. Comparing outcomes among demographic groups may also identify achievement gaps that require targeted interventions to promote equitable access and success. Because the Credit Recovery Academy is designed to provide students who have previously failed a course with an opportunity

to recover credit and remain on track for graduation, systematic analysis of student performance data enables school and division leaders to make informed decisions regarding instructional supports, resource allocation, attendance interventions, and program improvements that strengthen student achievement and increase graduation readiness. Specifically, the Westfield High School Credit Recovery Academy (CRA) site began the summer session with 445 students enrolled in the program.

[Part 1 Quantitative Data APP](#)

**2) Conduct interviews with the onsite mentor, a teacher, and a parent or student.**

Qualitative data collected through interviews with the onsite administrator mentor, a teacher, and a parent revealed consistent perceptions regarding the value of the Fairfax County Public Schools (FCPS) Summer Credit Recovery Academy (CRA) in supporting students who are at risk of delayed graduation. All participants described the program as an important second opportunity for students to recover credits and remain on track for graduation. The administrator emphasized that the program addresses the needs of students who experience barriers outside of school, including employment responsibilities and family obligations, by providing an accelerated, no-cost opportunity to earn failed credits. The teacher described the benefits of the program's small learning environment, individualized support, and continuous progress monitoring through pre-assessments, formative assessments, conferences, and daily feedback. The parent also viewed the program as an opportunity for the student to strengthen academic skills, recover credits, and progress to the next grade level. Across all interviews, participants identified structured instruction, scaffolded supports, consistent communication, and positive relationships as important factors contributing to student engagement and course completion.

The interview findings also identified areas for program improvement. Although the administrator described the use of student information to support staffing and instructional planning, the teacher indicated that limited access to prior student performance data required the collection of additional diagnostic information at the beginning of the program to identify individual learning needs. Earlier access to academic performance, intervention history, attendance records, and learning supports would allow teachers to differentiate instruction more effectively from the first day of the program. In addition, while the parent acknowledged clear communication regarding program logistics and expressed confidence that participation could support graduation, uncertainty remained regarding the student's motivation and long-term study habits. These findings suggest that strengthening the transition of academic information between the regular school year and the Summer Credit Recovery Academy, while expanding strategies that promote student motivation, self-regulation, and family engagement, could further improve student outcomes and increase the likelihood of successful credit recovery and on-time graduation.

[Part 1 transcriptions of all three interviews as evidence.](#)

**(b) Identify a Problem of Practice and Develop a Guiding Question**

- 1) **Problem of Practice:** Despite the availability of the Summer Credit Recovery Academy (CRA) Program, not all enrolled students complete their assigned courses, indicating a need for more consistent implementation of culturally responsive instructional supports, targeted teacher feedback, and data-informed engagement strategies to improve course completion outcomes.  
**Guiding Question:** How can the implementation of culturally responsive instructional supports, targeted teacher feedback, and data-informed engagement strategies address the instructional and engagement barriers identified through quantitative and qualitative data to improve student course completion in the Summer Credit Recovery Academy Program at the Westfield site?
- 2) The guiding question aligns with the mission and vision of Fairfax County Public Schools by supporting equitable access to high-quality instruction and ensuring that every student has meaningful opportunities to achieve academic success for college-, career-, or community-readiness. It also complements the existing improvement processes implemented within the Summer Credit Recovery Academy Program, including the use of student performance data to identify eligible students, ongoing progress monitoring, differentiated instructional supports, collaboration between administrators and teachers, and the division's emphasis on culturally responsive instructional practices. The guiding question seeks to strengthen and refine established practices instead of introducing a new initiative through systematic inquiry and continuous improvement. Examining how evidence-based instructional strategies influence student engagement and course completion will provide actionable information that can inform future instructional decisions, enhance program effectiveness, and support improved outcomes for students participating in credit recovery at the Westfield site.
- 3) The implementation of the guiding question will be evaluated through ongoing progress monitoring and multiple quantitative and qualitative measures to determine the effectiveness of culturally responsive instructional supports, targeted teacher feedback, and data-informed engagement strategies in improving student course completion. Quantitative measures will include course completion rates, credit attainment, attendance, assignment completion, and student progress monitoring data collected throughout the July Summer Credit Recovery Academy Program across the five participating high schools. Program success will be determined by whether at least 90% of students successfully complete their assigned credit recovery courses by the conclusion of the program. Student outcomes will be compared with the program's established performance target to evaluate the effectiveness of the instructional practices and identify opportunities for continued program improvement.  
 Implementation of fidelity will be monitored throughout the program using established support and accountability processes. Teachers will provide parents and guardians with weekly progress reports to communicate student performance, attendance, and work completion status, while administrators will conduct regular classroom walkthroughs to monitor the quality of instruction, student engagement, and the consistent implementation of culturally responsive instructional practices. Attendance will be reviewed daily to identify students at risk of removal from the program because two absences constitute approximately 600 instructional minutes, resulting in missed learning opportunities that may jeopardize successful course completion. When attendance concerns arise, teachers, the counselor, and administrators will promptly contact students and families to address barriers, reinforce attendance expectations, and connect students with appropriate supports. Collectively, these monitoring practices will provide timely data to guide instructional decisions, support student success, and evaluate the extent to which the identified strategies contribute to improved course completion outcomes.

**(c) Goal Setting****1) Develop at least one strategic and tactical goal that aligns with the guiding question and informs improvement.**

- a.) Teachers will monitor student academic progress weekly, provide individualized and targeted feedback to students, and communicate progress reports to parents or guardians to support timely intervention, thus improving student course completion.
- b.) Administrators will conduct regular classroom walkthroughs to monitor the implementation of culturally responsive instructional practices, student engagement, and instructional quality. Data collected from walkthroughs will be reviewed with instructional staff to reinforce effective practices and identify areas of growth and improvement requiring additional support.
- c.) Program staff will review course progress and attendance daily to identify students at risk.

- 2) The goals are directly aligned with the guiding question by translating the identified instructional and engagement needs into specific actions that support student course completion in the Summer Credit Recovery Academy Program at the Westfield site. The analysis of quantitative data, including course completion, attendance, and academic progress, together with qualitative feedback from administrators, teachers, and students, identified the need for more consistent progress monitoring, timely feedback, and instructional practices that actively engage students. Additionally, weekly teacher monitoring and communication with families provide opportunities to identify academic concerns early and implement interventions before students fall behind. Similarly, daily reviews of attendance and course progress allow program staff to identify students at risk of failing to complete the program and respond promptly to barriers that may interfere with their success.

The goals also strengthen existing continuous improvement processes by using data to inform instructional decisions and evaluate implementation throughout the program. Administrator classroom walkthroughs provide evidence of the consistent use of culturally responsive instructional practices, student engagement strategies, and high-quality instruction while creating opportunities for instructional coaching and professional feedback. Walkthrough findings, attendance records, progress reports, and course completion data will be reviewed throughout the program to determine whether the instructional strategies are being implemented as intended and whether they contribute to improved student outcomes. Collectively, these goals establish a systematic approach for monitoring implementation, responding to emerging student needs, and using evidence to refine instructional practices that support increased course completion in the Summer Credit Recovery Academy Program.

- 3) The guiding question and accompanying goals are closely aligned with the current improvement processes implemented within the Summer Credit Recovery Program. The program already emphasizes the use of student performance data to guide instructional decisions, monitor academic progress, and provide timely interventions for students requiring additional support. The guiding question builds upon these established practices by examining how culturally responsive instructional supports, targeted teacher feedback, and data-informed engagement strategies can strengthen student learning and increase course completion. The identified goals reinforce these efforts by

formalizing weekly progress monitoring, regular communication with families, daily reviews of attendance and course progress, and administrator classroom walkthroughs to ensure the consistent implementation of high-quality instructional practices.

The proposed goals also support the site's commitment to continuous improvement by embedding ongoing data analysis into daily instructional and leadership practices. Teachers use student progress data to adjust instruction and provide individualized feedback, while administrators monitor instructional quality and student engagement through classroom observations and collaborative discussions with staff. Daily attendance monitoring enables program staff to identify students at risk of unsuccessful course completion and implement timely interventions before academic concerns become barriers to success. Collectively, these practices establish a continuous improvement cycle in which data are used to monitor implementation, evaluate the effectiveness of instructional strategies, and inform decisions that strengthen student outcomes in the Summer Credit Recovery Academy Program.

**PART 2: Accountability Protocol:** In collaboration with the onsite mentor, school leadership, and faculty members, interns will demonstrate the capacity to evaluate, develop, and implement a system of supervision, support, and evaluation designed to promote school improvement and student success (NELP 7.4).

**(a) Evaluation of District Policies and Instructional Expectations**

- 1) The guiding question and associated goals are aligned with Fairfax County Public Schools' (FCPS) strategic priorities, instructional expectations, and policies that emphasize equitable learning opportunities, data-informed decision-making, and continuous instructional improvement. FCPS's Strategic Plan 2023–2030 identifies *Excellence, Equity, and Opportunity* as the foundation for ensuring that every student achieves academic success. More specifically, Pillar A: Differentiated and Culturally Responsive Learning Environments highlights learning experiences that engage, empower, and challenge all learners through culturally responsive practices and scaffolded supports. This expectation also supports the guiding question because it focuses on instructional approaches that address diverse student needs through culturally responsive teaching practices, individualized feedback and supports, and data-informed engagement strategies. Similarly, the FCPS Equitable and Cultural Framework identifies classroom walkthroughs and school team discussions as tools for monitoring culturally responsive instructional practices. This supports the use of administrator walkthroughs to observe instructional quality, monitor student engagement, and provide feedback that strengthens teaching and learning while promoting continuous improvement.

The suggested goals also reflect FCPS expectations for progress monitoring, family engagement, and student attendance. Ongoing communication with parents and weekly teacher progress reports align with the school division's emphasis on meaningful family-school partnerships to support student achievement. Additionally, daily monitoring of attendance and course progress is also consistent with FCPS attendance expectations and the Student Rights and Responsibilities (SR&R), which recognizes attendance as a focal point in

academic success and encourages early intervention when attendance patterns indicate that students are in danger of academic failure. Administrator walkthroughs, teacher progress monitoring, and time-specific interventions portray the existing continuous improvement processes used in FCPS to evaluate instructional effectiveness, support professional growth, and improve student outcomes.

[Part 2 Section 1a FCPS Strategic Plan 2023-2030](#)

[Part 2 Section 1a FCPS Strategic Plan - Four Pillars](#)

[Part 2 Section 1a FCPS Cultivate Equitable and Culturally Responsive Practices](#)

[Part 2 Section 1a FCPS Student Rights and Responsibilities](#)

**2) In 2-3 paragraphs, discuss teacher supervision, support, evaluation, and instructional processes in place at your site and how these relate to your guiding question and goal(s).**

Teacher supervision and instructional support during the Summer CRA were organized through a collaborative leadership structure designed to promote instructional quality, consistency, and student success. The administrative team consisted of the principal, assistant principal, counselor, administration intern, Special Education Resource Teacher (SPART), Multilingual Learner Resource Teacher (MLART), and school counselor. The administration intern mainly supervised the science teachers assigned to the second floor by conducting classroom walkthroughs, monitoring instruction, and providing ongoing feedback and support. The SPART supervised special education teachers to ensure instructional practices and accommodations aligned with students' Individualized Education Programs (IEPs). The MLART supported multilingual learner teachers by monitoring instructional practices and ensuring appropriate language supports were implemented. The counselor complemented the efforts by providing students with academic, behavioral, and social-emotional supports, collaborating with teachers and administrators to address concerns about learning, and connecting students and families with resources when additional services were needed. Despite supervisory responsibilities being distributed among the members of the leadership team, the principal and assistant principal maintained overall responsibility for supervising and assigning duties for evaluating instructional personnel.

Teacher supervision was closely aligned to the guiding question and promoted consistent implementation of culturally responsive instruction supports, targeted teacher feedback, and data-informed instructional practices. Members of the administration team conducted formal observations and routine classroom walkthroughs of teachers and student assistants to monitor instructional quality, student engagement, class management, and the effective use of instructional strategies. Observation data were used to provide timely feedback, recognize effective instructional practices, and identify areas requiring coaching or additional support. The counselor also supported efforts by working with students experiencing academic, behavioral, and social-emotional supports. The supervision and support

processes aligned with the program's improved goals by establishing a continuous cycle of observation, feedback, progress monitoring, and intervention.

[Part 2 Section 2 Teacher Performance Evaluation Matrix](#)

[Part 2 Section 2 Teacher Feedback Template](#)

[Part 2 Section 2 Example of Teacher Mini Walk-Through email feedback](#)

[Part 2 Section 2 Example of Teacher Mini Walk-Through email feedback with student assistant feedback](#)

**(b) Plan for the Assessment and Improvement of Teacher Performance**

- 1) **After observing teachers in a variety of classrooms affiliated with the planned improvement process for your accountability project, in 2-3 paragraphs, describe measures to assess teacher performance and how the implemented plan will provide actionable feedback to support the improvement goals of your project, including how these align with district policies and instructional expectations.**

Teacher performance was assessed through formal observations and classroom walkthroughs aligned with Fairfax County Public Schools' instructional expectations for high-quality teaching and learning. Observation evidence focused on the physical environment, instructional planning, learning environment, and instructional delivery, including clearly communicated learning targets, alignment between objectives and instructional activities, student engagement, differentiation, scaffolding, vocabulary instruction, and checks for understanding. Across the observed classrooms, teachers consistently established positive learning environments with clear routines and expectations that supported student engagement. In the social studies classroom, students independently compared and contrasted Confucianism and Taoism using sentence stems that provided appropriate instructional scaffolds, while the teacher reinforced learning through purposeful questioning and specific feedback. In the geometry classroom, instruction was intentionally planned and aligned to the lesson objective, with mnemonic devices used to reinforce mathematical concepts and purposeful questioning coupled with appropriate wait time to deepen student understanding. The instructional practices described in these two observations align with the project's guiding question by demonstrating culturally responsive, student-centered instruction supported by ongoing formative assessment and targeted teacher feedback.

The observation process supports the improvement goals of the Summer Credit Recovery Academy Program and aligns with district policies and instructional expectations by providing timely, evidence-based feedback that promotes continuous instructional improvement. Administration team walkthroughs and formal observations reinforce Fairfax County Public Schools' expectations for differentiated instruction, culturally responsive teaching, formative assessment, and the use of student data to inform instructional decisions. The leadership team strengthens instructional consistency across classrooms while supporting the project's goals of improving

student engagement, providing targeted instructional feedback, and increasing successful course completion through high-quality instruction by monitoring instructional implementation, recognizing effective practices, and providing individualized support and instructional coaching.

**2) In 2-3 paragraphs, detail plans for ensuring teacher growth based on the outcomes of the measures implemented for your accountability project.**

Teacher growth will be supported through an ongoing cycle of observation, feedback, reflection, and instructional coaching informed by the measures implemented as part of the accountability project. Classroom walkthroughs, formal observations, weekly student progress data, attendance records, and course completion outcomes will be used to identify instructional strengths and areas for continued development. Observation feedback will focus on the consistent implementation of culturally responsive instructional practices, the quality of teacher feedback, student engagement, differentiation, and the effective use of formative assessment to guide instruction. Following observations, administrators will meet with teachers to review evidence, discuss instructional decisions, and establish targeted goals that promote continued professional growth and improved student outcomes. Following the min-observation walkthrough, the teacher will receive a follow-up email with information regarding the walkthrough visit and be able to view comments and answer three optional teacher reflection questions.

Professional learning opportunities will be provided to the instructional needs identified through classroom observations and student performance data. Teachers who require additional support will have the opportunity to participate in professional development (PD) opportunities and receive individualized coaching focused on improved student engagement, enhancing checking for understanding, and implementing instructional scaffolds that address culturally diverse learning needs. Teachers will also be encouraged to reflect on student progress data and collaborate with colleagues to share effective instructional practices and intervention strategies. Collectively, these approaches promote continuous improvement that ensures professional learning is directly connected to classroom practice and student academic performance.

The outcomes of these measures will also inform future instructional planning and leadership decisions within the Summer Credit Recovery Academy. Trends identified through walkthroughs, observations, and student achievement data will be used to determine common professional learning needs, recognize effective instructional practices, and refine program supports for subsequent credit recovery sessions. Using observations and student performance data to guide feedback and professional learning will help the leadership team strengthen instructional practices, support consistent implementation of the project's guiding question, and support the program goal of student engagement and successful course completion.



**(c) Plan for the Assessment and Improvement of Student Outcomes****1) In relation to your guiding question and goals, describe in no less than one (1) paragraph the measures that will be used to assess student development needed to ensure improvement.**

Student development will be assessed using multiple measures that monitor both academic progress and engagement throughout the Summer Credit Recovery Academy Program. Quantitative measures will include course assignment completion, daily formative assessments, attendance, and weekly progress monitoring reports to determine whether students are making sufficient progress toward earning course credit. Teachers will utilize the formative assessments to check for understanding and student performance data to adjust instruction, provide and provide timely feedback and individualized assistance based on students' learning needs. Special education and multilingual teachers will be available in classes to provide additional support to assist with student learning needs. Administrators and program staff will review attendance and academic progress regularly to identify students at risk and implement appropriate interventions. Additionally, qualitative evidence, including classroom observations, student participation and work, and teacher feedback, will be used to evaluate student engagement and responsiveness to instructional supports. Collectively, these measures will provide ongoing evidence of student growth, inform instructional decisions, and determine the extent to which culturally responsive instructional supports, targeted teacher feedback, and data-informed engagement strategies contribute to improved student course completion.

**2) In relation to your guiding question and goals, detail in no less than one (1) paragraph plans to evaluate the progress of student development.**

Student development will be evaluated through a systematic process of ongoing progress monitoring throughout the Summer Credit Recovery Academy Program. Teachers will review student performance daily using course assignment data, assignment completion, formative assessments, summative assessments, and checks for understanding to determine whether students are making adequate progress toward earning course credit. Weekly academic progress reports will be shared with parents and guardians through email to promote consistent communication and encourage collaborative support for student success. Teachers will also be encouraged to communicate using the Talking Points platform to share positive engagement and reinforce consistent, timely arrival and attendance. Administrators and program staff will also review attendance and academic progress to identify students who may be at risk of not completing or successfully earning credit. Students identified through reviews will receive timely interventions, including conferences with counselors, teachers, and administration to address identified barriers to learning.

Evaluation of student development will also include evidence gathered through classroom walkthroughs, observations of student engagement, and analysis of course completion outcomes at the conclusion of the program. Teachers will use student performance data to adjust instruction, provide individualized feedback, and implement additional instructional supports as needed. Administrators will

monitor the implementation of these practices during classroom observations and use the findings to determine whether instructional strategies are contributing to increased student engagement and academic progress. At the end of the Summer Credit Recovery Academy Program, student outcomes will be compared with the established goal of achieving at least a 90% course completion rate to evaluate the effectiveness of the implemented strategies and identify priorities for future program improvement.

**3) In relation to your guiding question and goals, detail in no less than one (1) paragraph the plans for ensuring increases in student achievement.**

Plans for increasing student achievement are grounded in the guiding question and focus on strengthening instructional practices that promote student engagement and successful course completion. Teachers will implement culturally responsive instructional supports, provide timely individualized feedback, and use student performance data to adjust instruction throughout the Summer Credit Recovery Academy Program. Ongoing daily and weekly reviews of assignment completion, formative and summative assessments, and course progress will enable teachers to identify learning gaps early and provide targeted interventions before students fall behind. Progress reports will be shared with parents and guardians each week to strengthen communication and encourage family involvement in supporting student learning. Administrators will reinforce these efforts through verifying that progress monitoring was sent to parents and guardians, classroom walkthroughs, and instructional feedback that promote consistent implementation of high-quality instructional practices across classrooms.

Student achievement will also be supported through coordinated intervention efforts among teachers, administrators, counselors, and instructional support staff. Daily reviews of attendance and course progress will identify students at risk of not completing the program, allowing the leadership team to respond promptly with academic, behavioral, or social-emotional supports. The counselor will work with students and families to address barriers that may affect attendance or academic performance and connect families with community resources when additional assistance is needed. Throughout the program, instructional decisions will be informed by ongoing analysis of student data, enabling staff to adjust supports as student needs change. At the conclusion of the program, attendance, student progress, and course completion rate will be reviewed to determine the effectiveness of the instructional strategies. The results will be used to identify areas for improvement and strengthen future summer CRA programs to improve student achievement.

**PART 3: Training and Professional Development:** In collaboration with the onsite mentor, school leadership, and faculty members, interns will implement a training and professional development plan designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success (NELP 7.3).

**(a) Planning for Professional Development**

- 1) In 1-2 paragraph(s), explain how your professional development plan for this project aligns with the data, the guiding question, and your goal(s).**

As the administration intern at the Westfield Summer Credit Recovery Academy (CRA), the professional development plan will align with data and will be informed by the quantitative and qualitative data collected throughout the program and aligned with the guiding question and improvement goals. The analysis of attendance and student progress data, together with feedback from administrators, teachers, staff, and students, will highlight the need to strengthen culturally responsive instructional practices, provide timely feedback, and use student performance data to guide instructional decisions. For example, quantitative data such as attendance records, assignment completion, weekly progress reports, and course completion rates of identified students who may be at risk of not earning credit and are in need of consistent progress monitoring and timely interventions. For instance, daily attendance allows teachers, administrative staff, and the counselor to identify students who approach the program's attendance swiftly and make contact with families before missing instructional time affected by course completion. Providing weekly academic progress reports may also reveal students having academic shortcomings, which allows the teacher to provide feedback, offer individualized supports including from the SPART or MLART resources, and adjust instruction with scaffolding before students become unsuccessful.

Additionally, qualitative data collected through walkthroughs, having dialogues with teachers, administrators, staff, and students, along with classroom observations, will further inform the professional development plan. Classroom observation will be utilized observe student engagement, and teachers will assess the need to incorporate instructional scaffolds such as bilingual dictionaries, visual supports, purposeful questions, and sentence stems.

**2) Evaluate the professional capacity of the staff and management practices of leadership; then, in 1-2 paragraph(s), reflect on how these might influence improvement.**

The professional capacity of the CRA staff at the Westfield site was evident in their collaborative approach to supporting student success. Teachers, the counselor, administrators, SPART, and the MLART worked collaboratively to monitor student progress, address attendance issues, and provide academic, behavioral, and social-emotional support. Regular communication among the administrative team ensured that instructional decisions and interventions were based on the most up-to-date student performance data and individual student needs.

Leadership practices focused on maintaining an active presence throughout classrooms and common areas, providing instructional support through walkthroughs, formal observations, progress monitoring, and timely feedback. Such practices encouraged collaboration among staff, promoted shared responsibility for student learning, and created opportunities for educators to discuss strategies and respond to student needs. This type of coordinated approach may support instruction and reinforce the program's focus on improving student engagement and course completion.

**3) In 1-2 paragraph(s), explain how your professional development plan for this project will promote teacher self-reflection.**

The professional development plan as the administration intern was designed to promote teacher self-reflection through integrating classroom observations, evidence-based feedback, and collaborative professional conversations in the instructional improvement process. The use of reflective leadership practices to strengthen instructional effectiveness and foster growth among teachers and instructional support staff will be highlighted throughout this project. This will be done by providing meaningful and timely feedback, which is most effective when it encourages educators to analyze their own practices and consider the impacts of decisions while also providing time to reflect and identifying strategies for improvement. Instead of only focusing on evaluating instruction, follow-up conferences with teachers encourage them to reflect on how their instructional decisions may affect student engagement, participation, and ultimately student course completion.

**4) In 1-2 paragraph(s), explain how your professional development plan for this project will promote cultural responsiveness.**

The professional development plan was designed to strengthen educators' ability to implement culturally responsive instructional practices that support the diverse academic, linguistic, and emotional needs of students who enrolled in CRA. Professional learning will also emphasize practical strategies that teachers could implement in the classroom. For example, teachers will be encouraged to collaborate with the SPART to ensure that instructional accommodations and scaffolds identified in students' Individualized Education Programs (IEPs) will be consistently implemented. Likewise, teachers partnered with the MLART to identify language supports, including bilingual and multilingual dictionaries, reading strategies, translated instruction resources, visual supports, sentence stems, and vocabulary improvement strategies that promoted multilingual learners' access to content while strengthening academic language.

**5) In 1-2 paragraph(s), explain how your professional development plan for this project will provide opportunities for identifying and engaging staff in leadership roles.**

The professional development plan was designed to promote shared leadership by providing staff with meaningful opportunities to assume leadership responsibilities that supported both instructional improvement and the successful implementation of the CRA. Throughout the program, leadership responsibilities will be intentionally distributed across members of the administrative and instructional team to strengthen collaboration and build leadership capacity. As the administration intern, responsibilities will include being the lead to oversee science teachers on the second floor, conducting classroom walkthroughs, facilitating post-observation conferences, supporting teachers with instructional and behavioral concerns, and collaborating with the administrative team to implement the accountability plan. During periods when the principal is unavailable, the assistant principal assumed the responsibilities of the principal, ensuring continuity in daily operations, instructional supervision, and decision-making. As such, when the assistant principal is unavailable, the administration intern would assume the responsibility of assistant principal.

The opportunities in leadership will also be extended to instructional support personnel and classroom staff. The SPART and the MLART will provide instructional leadership by coaching teachers, supporting the implementation of accommodation and language supports, assisting with instructional problem-solving, and collaborating with administrators to address barriers to learning that may also warrant behavioral conversations of identified students. Student assistants will likewise be encouraged to develop leadership skills by leading portions of classroom lessons, facilitating activities, supporting small-group instruction, supervising students during instructional activities, and assisting in classroom management.

**6) In 1-2 paragraph(s), explain how your professional development plan for this project will utilize digital technology in ethical and appropriate ways to foster professional learning.**

The professional development plan for this project will incorporate digital technology to improve instructional practices while also ensuring professional learning is implemented ethically and in accordance with FCPS expectations for student privacy, responsible technology use, and equitable access. Required FCPS professional development, including SR&R training and related academic discipline-related modules, provides educators with clear and consistent guidance on student behaviors, academic expectations, restorative practices, equitable discipline, and appropriate decision-making. The digital learning modules will serve as a common foundation for all staff prior to SR&R lessons being delivered to students through digital presentation and instructional resources. This approach promotes consistent implementation of student expectations across all classrooms during CRA and ensures that students understand their rights, responsibilities, and available supports.

Additionally, technology will be utilized and an essential role in daily instruction, communication, and professional learning throughout CRA. Teachers will use Schoology as the main instructional platform to organize lessons, post assignments, provide instructional resources, and monitor student progress while ensuring students have consistent access to course information. Communication with parents and guardians will be utilized through email and Talking Points, which allows for teachers to share real-time updates regarding progress, including weekly updates regarding academic progress, work completion and attendance concerns. The Talking Points enable families to communicate in preferred languages as need which also highlights cultural responsiveness utilizing digital technology. These tools will promote timely collaboration between school and home to respond quickly when students require additional support, that foster a professional learning environment.

**(b) Professional Development Implementation**

**1) In a bulleted or numbered format, outline a series of planned professional development activities informed by your data, guiding question, and goal(s) that support school improvement.**

**a.) Student Rights and Responsibilities (SR&R) Training**

- Review Fairfax County Public Schools' *Student Rights and Responsibilities (SR&R)* to ensure consistent implementation of attendance expectations, student conduct procedures, restorative practices, and equitable responses to behavioral concerns.
- Apply SR&R guidelines to support positive student behavior and reduce barriers that may interfere with course completion.

**b.) Effective Use of Instructional Support Personnel**

- Guide teachers and student assistants on maximizing instructional support through small-group instruction, guided practice, progress monitoring, and student engagement activities.
- Clarify roles and expectations to strengthen instructional delivery.

**c.) Culturally Responsive Instruction**

- Facilitate training on reminders about culturally responsive instructional practices that promote equitable learning opportunities and increase student engagement.
- Model strategies for differentiating instruction to meet the academic needs of diverse learners.

**d.) Data Review and Progress Monitoring**

- Collaborate with administrators and teachers to analyze attendance, course completion, assignment completion, and formative assessment data to identify students requiring additional instructional or behavioral support.
- Use student performance data to guide interventions and evaluate progress toward the program goal of at least 90% course completion.

**c.) Collaborative Student Support Meetings**

- Work collaboratively with teachers, counselors, the Special Education Resource Teacher (SPART), and the Multilingual Learner Resource Teacher (MLART) to review student progress, attendance, and intervention plans.
- Coordinate academic, behavioral, and social-emotional supports for students identified as at risk of not completing the program.

**d.) Reading Intervention Professional Learning**

- Provide staff with information on evidence-based reading intervention strategies to strengthen instructional practices for students with identified literacy needs.
- Apply differentiated instructional techniques and progress-monitoring practices that support struggling readers and improve student engagement and academic performance.

**e.) Pear Deck Professional Learning**

- Provide turnaround training for teachers who need Pear Deck training to expand the use of interactive instructional strategies that increase student engagement, provide immediate formative assessment data, and monitor student understanding throughout instruction.
- Demonstrate how to incorporate Pear Deck activities to encourage active participation and use real-time student responses to adjust instruction and provide targeted feedback.

**f.) Record Closeout Training**

- Complete Record Closeout training to ensure the accurate verification and reporting of student grades, credits, attendance, and other required student records at the conclusion of the Summer Credit Recovery Academy.
- Use accurate student data to support decision-making, maintain accountability, and ensure students receive appropriate credit for completed coursework.

**g.) Administrator Walkthroughs and Reflective Feedback**

- Conduct regular classroom walkthroughs to monitor instructional quality, student engagement, and implementation of culturally responsive instructional practices.
- Hold reflective feedback conferences that encourage teachers to analyze their instructional decisions and establish goals for continued growth.

- 2) Develop a table that depicts a professional development schedule you will implement for this project that includes a list of dates, times, locations, etc.

## July Professional Development Activities Calendar

| Monday                                    | Tuesday  | Wednesday                                                                                                                                                                            | Thursday                                                                      | Friday                                                     |
|-------------------------------------------|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|------------------------------------------------------------|
|                                           |          | <b>1</b><br>Welcome Part 1:<br>Effective Use of<br>Instructional Support<br>and Professional<br>Learning on Culturally<br>Responsive Instruction<br>by discipline<br>10-12 virtually | <b>2</b><br>Welcome Part 2:<br>include SR&R PD in<br>library<br>1-2 pm        | <b>3</b>                                                   |
| <b>6</b><br>Administrator<br>Walkthroughs | <b>7</b> | <b>8</b><br>Administrator<br>Walkthroughs                                                                                                                                            | <b>9</b><br>Collaborative Student<br>Support Meetings 1 pm<br>after dismissal | <b>10</b><br>Reading Intervention<br>Professional Learning |

|                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                              |                                                    |                                                                                             |                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|----------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| (before 10:30 am Room TBA)                                                                                                                                                                                                                                                                                                                                                                                              |                                                                              | (before 10:30 am Room TBA)                         |                                                                                             | 10:30-11:30 (Lunch & Learn series) in A122                                                                                                                                             |
| <b>13</b><br>Administrator Walkthroughs<br><br>Collaborative Student Support Meetings 7:15 am B203                                                                                                                                                                                                                                                                                                                      | <b>14</b><br>Data Review and Progress Monitoring<br>8:30 am English workroom | <b>15</b>                                          | <b>16</b><br>Administrator Walkthroughs and Reflective Feedback (before 10:30 am Room B203) | <b>17</b><br>Pear Deck Professional Learning 2 sessions: 7 am in B203 and 10:30-11:30 (Lunch & Learn series) in A122<br><br>Record Close Out Training meeting 8:30 am English workroom |
| <b>20</b><br>Administrator Walkthroughs and Reflective Feedback (before 10:30 am Room TBA)                                                                                                                                                                                                                                                                                                                              | <b>21</b><br>Data Review and Progress Monitoring<br>8:30 English workroom    | <b>22</b>                                          | <b>23</b><br>Collaborative Student Support Meetings 1 pm after dismissal                    | <b>24</b><br>Data Review and Progress Monitoring<br>11:00 English workroom                                                                                                             |
| <b>21</b>                                                                                                                                                                                                                                                                                                                                                                                                               | <b>28</b>                                                                    | <b>29</b> CRA graduation for high school graduates | <b>30</b>                                                                                   | <b>31</b>                                                                                                                                                                              |
| <b>PART 4: Implementation of Accountability Project:</b> In collaboration with the onsite mentor, school leadership, and faculty members, interns will implement the accountability protocol project at the site, developing and engaging staff in a professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school (NELP 7.2). |                                                                              |                                                    |                                                                                             |                                                                                                                                                                                        |
| <b>(a) Implementation Details</b>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                              |                                                    |                                                                                             |                                                                                                                                                                                        |



**1) Describe in 2-3 paragraphs the details of the implementation of your accountability plan. Considering your data and observations, reflect on the successes and failures of implementation and how these may have impacted school improvement and the success and well-being of the students and teachers.**

The implementation of the accountability plan began at the opening of the Summer Credit Recovery Academy (CRA) when I was introduced to the faculty and staff as the administration intern responsible for leading the improvement initiative. During the opening meeting, I shared the purpose of the project and explained that the accountability plan would examine how culturally responsive instructional supports, targeted teacher feedback, and data-informed engagement strategies could address instructional and engagement barriers to improve student course completion. In collaboration with my onsite mentor, the principal, assistant principal, counselor, Special Education Resource Teacher (SPART), Multilingual Learner Resource Teacher (MLART), and faculty members, I implemented the project through a continuous improvement process centered on data analysis, instructional support, and collaborative leadership. Throughout the program, attendance, assignment completion, course progress, and course completion data were reviewed regularly to identify students in need of additional academic or behavioral support. Teachers monitored student progress weekly and communicated updates to parents and guardians through email and TalkingPoints, while administrators and support staff met regularly to discuss students at risk of unsuccessful course completion and develop intervention plans. These collaborative efforts created a shared responsibility for student success and reinforced a professional culture focused on continuous improvement.

Implementation of the accountability plan also emphasized strengthening instructional practice through ongoing supervision, coaching, and professional learning. I conducted classroom walkthroughs and formal observations of teachers and student assistants that focused on student engagement, culturally responsive instructional practices, differentiation, formative assessment, and classroom management. Observation evidence informed instructional conferences that encouraged teachers to reflect on their practice and identify strategies to improve student engagement and learning. For example, one teacher expanded opportunities for student discourse after reflecting on observation feedback related to questioning strategies, while a student assistant incorporated additional wait time and stronger connections between lesson objectives and instructional activities following a post-observation conference. Teachers collaborated regularly with the SPART and MLART to implement instructional accommodations, language supports, scaffolded resources, bilingual dictionaries, sentence stems, and differentiated instructional strategies that increased student access to rigorous content. The counselor provided academic, behavioral, and social-emotional support while connecting students and families with community resources when additional assistance was needed. Schoolwide technology, including Schoology, Pear Deck, and TalkingPoints, further supported implementation by providing students with access to instructional materials, increasing classroom engagement through interactive lessons, monitoring student understanding in real time, and strengthening communication between school and home.

Several aspects of the accountability plan positively influenced school improvement, teacher development, and student success. The Positive Behavioral Interventions and Supports (PBIS) program contributed to a positive school climate by recognizing student achievement, reinforcing appropriate behaviors, and improving staff morale through shared celebrations of success. Leadership responsibilities were intentionally distributed among the principal, assistant principal, administration intern, SPART, MLART, counselor, and teachers, fostering collaboration and building leadership capacity across the program. At the same time, implementation revealed opportunities for improvement. Lunch and learn professional development sessions were planned to strengthen collaboration and instructional practice; however, participation was lower than anticipated because the 30-minute lunch period often required teachers to supervise students, retrieve students from other areas of the building, and address behavioral concerns or student wandering. Although individualized instructional support was provided to teachers who requested assistance, limited administrative staffing reduced opportunities for sustained coaching throughout the program. Another important lesson involved the teacher selection process for the Summer Credit Recovery Academy. While current selection practices relied heavily on seniority, the experience suggested that future programs would benefit from placing greater emphasis on teachers with demonstrated success working with students who have experienced academic failure, chronic absenteeism, or other circumstances commonly associated with credit recovery. Reflecting on the implementation process, I concluded that strengthening collaborative leadership, protecting time for professional learning, expanding instructional coaching, and refining teacher selection criteria would further enhance instructional quality, improve teacher retention and professional growth, and increase successful course completion for students participating in future Summer Credit Recovery Academy programs.

- 2) Explain in 1-2 paragraph(s) how the implementation of your accountability project impacted teachers and how it promotes teacher engagement and teacher retention.

The implementation of the accountability project fostered a collaborative and supportive professional environment that positively impacted teachers while also influenced teacher engagement throughout the Summer CRA. I intentionally developed relationships with staff through classroom walkthroughs, instructional conferences, informal check-ins, and collaborative dialogues that were centered on student success. Those types of interactions created an environment in which teachers felt comfortable discussing instructional challenges, celebrating student accomplishments, offering recommendations, and also requesting supports to strengthen the program. For example, some teachers shared strategies that successfully re-engaged students who previously struggled with assignment completion, and others discussed ideas about those students who struggled with attendance. Some other teachers openly discussed the need for additional academic information and supports with instructional technology, classroom management, and culturally responsive practices. Additionally, teachers valued the opportunities to collaborate with the counselor, SPART, MLART, and administrators to develop intervention plans for students who experienced academic, behavior, or attendance concerns. Having a culture of open communication

that encouraged teachers and staff to observe continuous improvement as a collective responsibility rather than an individual expectation promoted teacher engagement.

The accountability plan contributed to teacher and staff retention by promoting a culture that was professional and positive where educators were seen, felt supported, respected, and included in decisions made. Teachers were encouraged to be reflective on instructional practices and share strategies with colleagues and provide feedback for improvement. For example, some teachers suggested expanding opportunities for collaborative planning and reducing the use of instructional technology to enhance student engagement. Other staff members and administrators discussed reevaluating aspects of the teacher selection process to better align teacher experience with the needs of students enrolled in CRA. A great majority of the staff and teachers expressed appreciation for the positive school climate created through the collaborative spirit, ongoing instructional supports, and Positive Behavioral Interventions and Supports (PBIS) program, which recognized students' and staff's success throughout the program. At the end of the program, several teachers and staff indicated their desire to return to Summer CRA because they valued the collaborative leadership team structure, supportive work relationships, and shared commitment to helping students earn credits toward graduation.

- 3) Describe in 1-2 paragraph(s) how your comprehensive accountability project provided school community members with a healthy, professional, and culturally aware school environment.

The accountability project contributed to a healthy, professional, and culturally responsive learning environment by strengthening collaboration among administrators, teachers, counselors, instructional support staff, students, families, and community partners throughout the summer CRA. The project's emphasis on culturally responsive instructional supports, targeted teacher feedback, and data-informed engagement strategies encouraged and empowered educators to be intentional about students' diverse academic, linguistic, cultural, and social-emotional needs. PBIS further reinforced these efforts by building a positive school culture-climate that recognized student growth, celebrated academic accomplishments, and reinforced consistent expectations. A key component of the PBIS initiative was the school community partnerships developed. Businesses such as Crumbl Cookies, Wegmans, Habit Burger, and Texas Roadhouse generously supported the PBIS program by donating incentives, gift cards, and/or refreshments to recognize student achievement and celebration contributions during the session.

Additionally, the project also promoted and emphasized FCPS's culturally responsive instructional expectation by encouraging teachers to incorporate practices that made learning relevant, equitable, and engaging for all students. The professional learning opportunities provided highlighted designing lessons that were meaningful with rigor, promoted critical thinking through multiple perspectives, strengthened positive relationships among students and staff, and provided equitable access to learning through instructional scaffolds and differentiated instruction. Teachers and support staff were able to implement these practices using visual supports, collaborative

learning activities, and culturally relevant examples that reflected students' backgrounds and experiences. The collaboration with SPART and the MLART ensured that accommodation and language supports addressed the students' needs. The collaboration among school staff, families, and community partners created an inclusive, welcoming environment where students were and felt valued, teachers were and felt supported, and the entire school community worked toward improving student engagement and course completion.

- 4) In 1-2 paragraph(s), discuss the role of relationships, trust, and well-being in the development of a healthy and effective school professional culture and how you attended to these constructs during the implementation of your accountability project.

The success of the summer CRA and accountability protocol project was highly dependent on establishing relationships built on trust, collaboration, and mutual respect among all stakeholders involved, including students, teachers, administrators, and support staff. Meaningful school improvement could not occur without developing positive working relationships with individuals who worked the CRA program. It was extremely important to maintain a visible presence throughout the building by checking in with teachers each morning as they entered the school building, during hallway supervision, and conducting walkthroughs while monitoring academic progress and student attendance. These daily interactions created opportunities for informal conversations that encouraged staff to have open dialogue about instructional success, classroom challenges, and individual students' needs.

**(b) Collaboration**

- 1) Detail in 1-2 paragraph(s) how you collaborated about the data that informed the development of your accountability protocol project.

The development of the accountability protocol project was informed through ongoing collaboration with my onsite mentor and the administrative leadership team during the summer CRA. I met with my mentor on a bi-weekly basis to discuss specifics about the project. When the summer CRA program began, I met weekly with the administrative team on attendance review, work completion, student progress, and course data, as well as information gathered from class observations and feedback. These meetings provided a chance to analyze trends, identify students who required additional academic or behavioral support, and discuss how culturally responsive instructional practices influence student engagement and learning. My mentor also provided guidance on how to collaborate with teachers and student assistants when conducting effective classroom walkthroughs, collecting objective observation evidence, and providing constructive feedback.

I also met regularly with the principal, assistant principal, counselor, SPART and MLART to discuss the academic, behavioral, and instructional needs of students. During these meetings, we collaborated on identifying barriers that impacted successful course completion. The leadership team collaborated and examined how culturally responsive instructional practices, targeted teacher feedback, and data-informed engagement strategies could better support students and improve instructional consistency across classrooms.

Conversations also included strategies for strengthening the learning environment through PBIS, increasing family communication, coordinating interventions for students experiencing attendance or behavioral concerns, and ensuring that multilingual learners and students with disabilities received appropriate instructional supports. This collaborative approach ensured that decisions were grounded in evidence, reflected multiple perspectives, and aligned with the project's guiding question and improvement goals while reinforcing a culture of continuous improvement and shared leadership.

- 2) Detail in 1-2 paragraph(s) an explanation of how you collaborated on the implementation of your accountability protocol project at your internship site.

The implementation of the accountability protocol project was built on collaboration with students, teachers, administrators, instructional support staff, and community partners throughout the summer CRA. As the administration intern, I worked closely with the principal, assistant principal, counselor, SPART, and MLART to implement culturally responsive instructional supports, targeted teacher feedback, and engaged in data-informed strategies that were designed to improve student course completion. I participated in daily and weekly leadership meetings where attendance, assignment completion, behavior concerns, and instructional needs were reviewed to identify students requiring additional interventions. I also modeled culturally responsive leadership by encouraging teachers to incorporate differentiated instructional strategies by providing PDs and handouts during lunch and learn series or by request, language supports, visual resources, and instructional scaffolds that increase access to learning for students' specific needs.

Additionally, collaboration extended beyond instructional supervision to include professional learning and partnerships that also strengthened the overall implementation of the accountability project. Throughout the summer, I worked alongside teachers to address instructional and behavioral concerns, collaborated with the counselor to support students experiencing attendance or social-emotional challenges, and partnered with the SPART and MLART to ensure appropriate accommodations and language supports were consistently implemented. Community partnerships further strengthened the project by supporting the PBIS initiative. I was the point of contact for the PBIS initiative, where we received donations from Wegmans, Crumbl Cookies, Habit Burger & Grill, and Texas Roadhouse. The donations were used to recognize student achievement and staff contributions, reinforcing a positive school culture that encouraged engagement, persistence, and collaboration. I also attended PD sessions facilitated by the FCPS central office, including training related to summer learning procedures and Record Closeout. Following these sessions, I collaborated with the site administrator to deliver the required turnaround training for staff, ensuring that teachers understood expectations for documenting grades, attendance, and student records before the conclusion of the Summer Credit Recovery Academy. Co-leading the Summer Learning Record Closeout presentation provided an opportunity to build leadership capacity while promoting consistency and accountability across the program.

- 3) Detail in 2-3 paragraphs how you collaborated on improving teaching practices, student achievement, and school programming related to the implementation of your accountability project.

**Attach or link evidence of collaboration.** (Test any internet links to ensure that they are functioning.)

The implementation of my accountability project provided multiple opportunities to collaborate with school leaders, teachers, central office staff, and instructional support personnel to strengthen teaching practices, improve student achievement, and refine the overall summer CRA program. I collaborated with teachers by sharing Fairfax County Public Schools' culturally responsive instructional expectations, including the five principles that learning should be challenging and meaningful, respect students' identities, promote critical thinking, strengthen relationships, and provide equitable access through differentiated supports. During instructional conferences and informal coaching conversations, we discussed practical strategies such as using sentence stems, visual supports, bilingual dictionaries, vocabulary scaffolds, and purposeful questioning to increase student engagement and improve access to rigorous content for multilingual learners, students with disabilities, and other students requiring additional support.

Improving student achievement also required strengthening teachers' instructional capacity through professional learning and the purposeful use of instructional technology. Based on classroom observations and teacher feedback, I recommended expanding the use of Pear Deck to increase student engagement and provide teachers with immediate formative assessment data. I supported turnaround training for teachers interested in integrating Pear Deck into their instruction. These sessions demonstrated how interactive questions, real-time student responses, and embedded formative assessments could be used to monitor understanding, adjust instruction immediately, and provide targeted feedback during lessons. Teachers who implemented these strategies reported greater student participation and improved opportunities to identify misconceptions before they affected course completion. Throughout the program, I also collaborated with teachers to review attendance, assignment completion, and weekly progress reports, allowing instructional interventions to be implemented before students fell significantly behind. These collaborative efforts reinforced the importance of using data to guide instructional decisions and improve student outcomes.

The accountability project also identified opportunities to strengthen the overall summer CRA program. Through conversations with SPART, MLART, administrators, and central office staff, I inquired about re-evaluating the teacher selection process for future summer programs. While seniority in the district has traditionally guided instructional staffing decisions, my experience suggested that equal consideration should be given to staff who demonstrate success working with students who experienced academic failure, inconsistent attendance, and other circumstances that are often common with credit recovery students. These students require staff who possess patience, flexibility, strong relationship-building skills, expertise in differentiated instruction, and solid culturally responsive practices. Selecting educators with these qualities would better serve and align staffing with the unique needs of the student populations that often participate in summer CRA. Additionally, based on feedback from colleagues, I recommended revising the attendance collection and

calculation process to establish greater consistency and equity when determining students who reached attendance threshold for removal from the program.

[Part 4 b 3 Email from student assistant](#)

[Part 4 b 3 Email about collaboration on improvement attendance links](#)

[Part 4 b 3 Modeled Pear Deck Lesson for staff & teachers](#)

- 4) Describe in 1-2 paragraph(s) how you modeled and fostered effective collaboration and communication throughout the implementation of this project.

During daily interactions with students, provided me an opportunity to model respectful communication and consistent expectations. At breakfast supervision, I discussed expectation for responsible technology use by reviewing SR&R guidelines and reminding student about appropriate use of electronic devices during the day, while first greeting them respectfully and warmly to start their day with something to eat. I also extended collaboration to program operation when planning for the summer spirit days. I worked with teachers and administrators to coordinate activities that promoted a positive school climate and student engagement. I also collaborated with science team to establish a centralized location for instructional materials and lab supplies and supported the decision to designate a teacher to lead the inventory, organization and return of materials at the conclusion of the program. This approach distributed leadership responsibilities while promoted accountability and teamwork.

I intentionally modeled effective collaboration and professional communication throughout the implementation of the accountability project to foster positive relationships with students, teachers, administrators, and support staff. I recognized that the manner and tone in which information was communicated influenced the trust and overall culture established during summer CRA. Whether it was providing to teacher questions, communicating with students, staff or providing instructional feedback during post-observations conferences or walkthroughs, I repeatedly responded with professionalism, dignity and respect. Written communication reflected the same approach. The emails to staff were organized and solution-oriented, providing clear information, expectations, or constructive feedback while maintaining a collaborative, respectful tone. I found evidence gathered when classroom observations and student data, which encouraged reflective dialogue when discussions of instructional or behavioral concerns with teachers took place. We worked collaboratively to identify practical solutions that supported student success and teacher growth. In addition, I modeled effective communication and organizational practices for the student assistants by providing training on the summer attendance platform, the Schoology learning management system, and Talking Points for family communication. I demonstrated how to communicate professionally with parents and guardians regarding attendance and academic progress and emphasized the importance of interacting with students respectfully while maintaining clear expectations and appropriate boundaries. These experiences reinforced that effective leadership is demonstrated

through consistent communication, shared responsibility, and collaborative relationships that contribute to a positive professional culture and improved outcomes for both students and staff.

**PART 5: Accountability Report:** In collaboration with the onsite mentor, school leadership, and faculty members, interns will demonstrate in their accountability project the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operations systems that support student learning needs and promote the mission and vision of the school (NELP 6.1).

**(a) Evaluate the Effectiveness of the Accountability Project**

- 1) Using an electronic survey tool (e.g., SurveyMonkey, Google Forms), attach or link the survey and the data outcomes as evidence.  
[Summer Credit Recovery Program Effectiveness Survey \(Accountability Project Evaluation\)](#)  
[Summer Credit Recovery Program Effectiveness Survey Accountability Project Evaluation \(Responses\)](#)
- 2) Write a 2-3 paragraph synopsis of data outcomes, based on stakeholder feedback and personal observation, of the implementation and effectiveness of your accountability project and how/if it impacted the areas of management, communication, assessment, school-level governance (administration/leadership), technology, and operating systems.

According to data from the Accountability Project (AP) evaluation responses, personal observations, and implementation of AP, a positive impact across all domains was found, including management practices, communication, assessment, school leadership, technology, and operating systems. The stakeholders expressed strong confidence in the accountability structures that were established throughout the program. For the statement regarding monitoring of student data tracking, 27 of 30 respondents (90%) selected Agree or Strongly Agree, while only one respondent disagreed. Similar patterns were evident for the effectiveness of targeted interventions, accountability measures, and overall student readiness for graduation, with nearly all respondents reporting positive perceptions of student progress and course completion. My personal observations supported these findings, as continuous progress monitoring, attendance tracking, teacher conferences, and administrative oversight allowed staff to identify students who were struggling, intervene early, and implement interventions promptly, keeping students engaged and focused on earning credit.

Feedback from qualitative data further demonstrated that the AP success was shaped by clear administrative communication, consistent expectations, targeted instructional resources, smaller class sizes, and collaborative support from the counselor, special education staff, and multilingual support specialists. Staff continuously identified student accountability measures, attendance monitoring, individualized support, and structured culturally responsive curriculum resources as the most effective components of the program. Stakeholders suggested recommendations for future improvement that centered on providing additional planning time for teachers, increasing co-teaching and intervention supports equitably and with fidelity, and strengthening curriculum alignment. Because



recognizing that not every student will begin the course with the necessary prerequisite skills. Once students are enrolled, prioritize scaffolding, target interventions, and differentiated instruction to help them successfully engage with the curriculum. Overall, the AP helped school-leadership practices by encouraging collaborative decision-making, improving communication systems, leveraging technology for students' progress monitoring, assessment, and learning as well as refining operational procedures that supported more effective implementation of the summer CRA, all while increasing student opportunities to recover credits and remain on track for matriculation toward graduation.

- 3) Considering your personal observation and the outcomes of your surveys with stakeholders, discuss in 1-2 paragraph(s) obstacles or barriers you experienced in the implementation and effectiveness of your project, specifically in the areas of resource allocation, operational issues, time, personnel, technology challenges, and funding.

The implementation of the summer credit recovery accountability project presented some challenges related to resource allocation, operations, time, personnel, technology, and program structure. One of the most significant barriers was that FCPS's established framework limited the program to a three-week instructional window, thus leaving limited flexibility to address students' varying academic needs. Additionally, student performance data and course information were not fully accessible until the program had already begun, delaying opportunities to proactively group students, identify intervention needs, and prepare instructional supports. The limited access to some student data and systems during the initial days of the program also created challenges for making informed operational and instructional decisions. These factors required adjustments to schedules, staffing, and intervention plans while maintaining consistency during the program.

Balancing the responsibilities of serving as both the administration intern and a biology teacher during summer CRA created its own set of challenges; however, it also became one of the project's greatest strengths. Balancing instructional responsibilities with daily operational tasks required strong organization, effective time management, and clear prioritization. My prior six-year experience teaching in summer CRA provided valuable insight into student needs, staffing considerations, and the effectiveness of available resources. Having the dual perspective helped build trust among teachers and support staff because I understood the realities of the classroom, while also communicating administrative expectations. Staff felt comfortable sharing concerns, collaborating to solve problems, and felt comfortable seeking guidance. Some barriers remained outside of the project and school's control including excessive heat within portions of the building, particularly on the second floor during the summer. As the administration intern and with school leadership support, students were relocated to cooler classrooms on the lower level, and PBIS strategies, including ice pops as incentives, helped maintain student morale and recognized students who continued to persevere despite challenging conditions. Although not all obstacles were able to be eliminated, the team's overall willingness to work collaboratively and adapt contributed to a successful implementation of the AP and a positive summer CRA program.

- 4) Analyze in 2-3 paragraphs, the impact of your project on resource allocation, personnel decisions, student experiences, and student development.

The AP made a positive impact on personnel decisions, resource allocation, and the overall student experience by improving collaboration among staff, students, and community stakeholders. I intentionally worked to secure donations and community partnerships that supported our PRIDE and PBIS initiatives, allowing students to be recognized for attendance, perseverance, and academic achievement without placing additional financial demands on the school budget. Principal Ehivue acknowledged these efforts and expressed appreciation for my leadership in coordinating donations and organizing incentives that reinforced positive student behaviors throughout the program. These partnerships not only expanded available resources but also contributed to a school culture where students felt valued and motivated to remain engaged. From an operational perspective, my experience as both the administration intern and a biology teacher allowed me to make informed decisions regarding instructional resources, student support, and daily program needs while maintaining open communication with teachers and support staff and providing the administration team with a varied perspective. Working alongside classroom teachers gave me a practical understanding of instructional challenges, which helped ensure that administrative decisions reflected the realities of the classroom and supported both staff and students.

The project also had a meaningful impact on personnel relationships and student development by fostering trust, collaboration, and a shared commitment to student success. My dual role created opportunities to mentor new staff members, provide guidance when challenges arose, and serve as a bridge between teachers and administration. One of the most meaningful indicators of this impact came from the student assistant assigned to my classroom. In a colleague recognition message, she reflected on the supportive environment that had been created, sharing that my patience, encouragement, and guidance helped her successfully adjust to her first job and made the experience one she would always remember. She wrote that I had "been the best teacher that I have ever had," adding that she hoped to work together again in the future. Those sentiments were reinforced in her formal thank-you letter, where she expressed appreciation for the guidance I provided with instructional technology, academic integrity, and staff support while also recognizing my efforts to organize staff appreciation events that strengthened relationships across the program. She noted that my classroom experience allowed me to understand educators' needs and that my leadership as the administration intern contributed to the positive atmosphere throughout the CRA program.

Looking back, the project's greatest impact extended beyond improving accountability systems. It strengthened relationships, increased collaboration among stakeholders, and reinforced the importance of servant leadership. I was able to advocate for students, support colleagues, and develop systems that promoted both academic success and a positive school culture by combining instructional experience with administrative responsibilities. The recognition from Principal Ehivue, the appreciation expressed by colleagues, and the

heartfelt reflections from the student assistant demonstrated that effective educational leadership is measured not only by operational outcomes but also by the trust, support, and lasting relationships built throughout the process.

- 5) Provide evidence in the form of attachments or functioning links of what data sources were analyzed and interpreted to determine the success of the implementation of your accountability project; provide a short explanation of each attachment. **Data sources should include qualitative and quantitative data, formative/summative student assessments, teacher observations/evaluations, anecdotal reports, individual feedback, meeting notes, etc.**

### **Qualitative Data**

#### **[Part 5 Formal Teacher Evaluation Feedback Form 25-26](#)**

The formal observation provided evidence of the effectiveness of the accountability project and its implementation in the classroom setting. Observation data reflected active student engagement, intentional use of accountability strategies, culturally responsive techniques to strengthen student responsibility and engagement, and consistent expectations. The overwhelming positive instructional and behavioral outcomes observed in the classroom environment suggest that practices are supporting a focused and productive learning environment. From an administrative lens, the observation provided an opportunity to evaluate the connection between instructional practices, student accountability, and overall class effectiveness.

#### **[Mini-Walkthrough](#)**

The mini-walkthrough conducted in the geometry classroom provided evidence of implementation of the accountability project. During the walkthrough the students demonstrated high active engagement, remaining focused on instructional tasks, and responded to class expectations. The teacher's consistent use of accountability practices were very much evident and supported by student participation and ownership in their learning. These observations indicated that the strategies implemented through the project positively influenced student engagement, responsibility, and the learning environment.

#### **[Mini-Walkthrough for teacher and w/student assistant comments](#)**

The mini-walkthrough showed positive progress toward the goals of the accountability project. Students were engaged throughout the lesson and used sentence stem to support their responses and classroom discussion. The teacher incorporated questioning and scaffolds in the form of mnemonic strategies to reinforce understanding. Although the student assistant was preparing material for the upcoming lesson rather than directly working with students, instruction remained focused, and students participated. This observation demonstrated the impact of regular instructional practices while also highlighting the need for all instructional support staff to remain actively involved in supporting student learning during class.

#### [Part 5 Email from leadership constructing email for staff](#)

The leadership team's request for me to develop and distribute staff communication regarding the upcoming potluck and collaborative activities demonstrated growth in my accountability project. This responsibility required me to communicate clear expectations, provide timely information, and ensure staff were aware of upcoming events and responsibilities. Being entrusted with this task also reflected increased leadership responsibility and reinforced the importance of consistent communication as a tool for promoting staff engagement, organization, and collective accountability within the school community.

#### [Part 5 Email from staff Thank you highlighting accomplishments](#)

The email provided meaningful feedback regarding the impact of my work as both the administration intern and an educator. The acknowledgment of my accomplishments, leadership and support reflects the positive and collegial relationship fostered through regular communication, clear expectations, and professional accountability. The feedback supports the goals of the accountability project by demonstrating that intentional leadership practices can be improved and strengthen trust, encourage collaboration, and positively influence practices among those within and across the school community.

### **Quantitative Data**

#### [Part 1 Quantitative Data on attendance for CRA](#)

The enrollment data provided evidence of how regular monitoring and accountability practices supported progress throughout the program. As the administration intern, regularly reviewing enrollment, attendance, and instructional minute data was imperative for monitoring progress and ensuring students remained accountable for meeting program requirements. The constant movement of students through the program demonstrated that expectations were clear and that ongoing progress monitoring was in place, which contributed to the successful implementation of the accountability project.

#### [Final Data of Students Earning Credit](#)

The final credit recovery data provided measurable evidence of the success of my accountability project because at the conclusion of the program, 99% of students earned course credit, with only one student earning a failing grade. Along with the administrative team, I was able to monitor student progress data, reinforce expectations, and work with staff to ensure students received supports needed to remain on track. These results demonstrated how consistent data monitoring, clear expectations, and shared accountability contributed to a high number of student successes.

#### [Part 5 Staff APP Survey](#)

The five question staff accountability survey provided valuable insight and feedback on effectiveness of the practices implemented during the project and CRA. Staff responses offered understanding into the communication, clarity of expectations, collaboration, and shared responsibilities for the overall success of students. The survey results provided confirmation for effective areas while also identifying areas for continued improvement. This feedback provided important measures of how leadership practices impact student engagement and supported the overall goals of the accountability project.

**(b) Sustainability**

- 1) Identify in 1-2 paragraph(s) how your accountability project informs strategic and tactical challenges to the school's systems.

My accountability project helped me understand how the challenges experienced during CRA were connected to FCPS overall systems and operations. The project illustrated the importance of having clear processes for assessing student data, monitoring attendance and academic progress, communicating expectations with fidelity, supporting staff, and providing culturally responsive interventions. Because CRA took place during a short three-week period, there was limited time to address delays in receiving student information and identifying students who may need additional supports. These types of challenges can quickly affect instruction and impact students' ability to successfully recover required credits. Strategically, the experience further reinforced the value of communication, planning, and consistent accountability practices. Teachers need adequate time to access student information and appropriate resources so they can make informed instructional decisions for optimal student success. Staff survey feedback also emphasized the importance of progress monitoring, targeted culturally responsive interventions, small class sizes, administrative support, and clear expectations. This project helped me see how individual practices combine with larger school systems and how robust leadership can help ensure that systems support both students and teachers.

From a tactical standpoint, the project required daily decisions and adjustments related to attendance concerns, technology, staffing needs, student engagement, instructional needs, and building conditions. As the administration intern, I learned the importance of flexibility, responding to concerns as they happen, and making decisions that support students and staff while upholding expectations of the FCPS CRA program. My experience serving simultaneously as the administration intern and a biology teacher allowed me to see how administrative decisions affected classroom instruction in real time. It also reinforced that an effective accountability system cannot simply collect data; the information must lead to action. Whether that action involved conferencing with a student, supporting a teacher, adjusting resources, communicating with families, recognizing students through PBIS, or addressing an operational concern, the project showed me that strategic planning and daily leadership practices must work together. These lessons can inform stronger systems for CRA by improving advance planning, early access to student data, communication, personnel support, and timely interventions for students who are at risk of not successfully recovering credit.

- 2) Provide a 1-2 paragraph(s) narrative detailing how your accountability project promotes continuous and sustainable school improvement.

As the administration intern, I learned that improvement does not always require creating a new program. Sometimes improvement comes from looking closely at current practices, identifying what is working, and making small changes that strengthen the program over time. My accountability project promoted continuous school improvement by providing a process where student progress is reviewed regularly, and the information is used to improve support throughout CRA. Instead of waiting until the end of the program to determine whether students were successful, the project encouraged staff to pay attention to attendance, academic progress, participation, and course completion throughout the three weeks. This approach allowed concerns to be addressed earlier and gave teachers, counselors, and administrators opportunities to work together to support students in a proactive manner rather than a reactive.

- 3) In a table, show a multiple-year (year 1, year 2, year 3) resourcing plan aligned with your school's vision, mission, and improvement processes, listing what is needed for assessing and maintaining the necessary resources for the sustainability of your project.

| Resource Area                      | Year 1: Launch & Access                                                                                                                                                   | Year 2: Strength & Refine                                                                                                                                                                              | Year 3: Sustain & Scale                                                                                          |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|
| <b>Personnel and staffing</b>      | Identify the most qualified staff needed to support the project, including teachers, counselors, administrators, and support staff.                                       | Adjust staffing based on student needs, workload, and feedback from staff.                                                                                                                             | Build a stable staffing model that can continue with minimal disruption each year.                               |
| <b>Professional learning</b>       | One week before the start of the program for students, provide training on the project goals, accountability procedures, student monitoring, and intervention strategies. | One week before the start of the program, offer follow-up support and refresher trainings based on staff needs and survey results.                                                                     | Build ongoing professional learning into the program so that new staff can be prepared quickly and consistently. |
| <b>Instructional resources</b>     | Secure required curriculum materials, intervention tools, technology access, and assessment resources.                                                                    | Update materials based on what worked best and replace or improve resources that were ineffective. Provide updated materials to staff as a part of professional learning before meeting with students. | Maintain a reliable set of instructional supports that can be reused and adapted each year.                      |
| <b>Student data and assessment</b> | Review attendance, grades, course completion, and student support                                                                                                         | Use year 1 data to adjust interventions, identify patterns,                                                                                                                                            | Maintain a consistent data review process for staff and use                                                      |

|                                          |                                                                                                                                                                              |                                                                                                     |                                                                                                                     |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
|                                          | needs; establish a clear tracking system for the project.                                                                                                                    | and improve student progress monitoring.                                                            | trend data to guide long-term planning and program improvements.                                                    |
| <b>Communication and collaboration</b>   | Maintain consistent and open communication among administration, teachers, students, and families. Using various platforms, such as Talking Points, emails, and translators. | Use feedback from staff and stakeholders to improve and strengthen communication.                   | Make communication part of the regular school improvement process so that expectations remain clear and consistent. |
| <b>Funding and donations</b>             | Identify PBIS/PRIDE donations and community support needed to launch and support the project by the end of May.                                                              | Expand partnerships and review how resources are being used to improve efficiency.                  | Continue building partnerships and identify resources that sustain long-term success of the program.                |
| <b>School improvement and evaluation</b> | Review initial data and early results to ensure the project continues to support the school system's vision, mission, and goals.                                             | Compare results to prior years and make changes that strengthen student success and accountability. | Maintain ongoing evaluation to keep project connected to school improvement goals and long-term mission.            |

**PART 6: Communication of Results and Outcomes:** In collaboration with the onsite mentor, school leadership, and faculty members, interns demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community (NELP 5.3).

1. Considering your multi-year resource plan, in 1-2 paragraph(s), discuss your resource plan in relation to the district and policy context of your internship site.

The development of my multi-year resource plan supports FCPS's expectations for CRA while also providing additional structure for improving the program over three years. Because CRA operates based on the district policies and guidelines, decisions about curriculum, staffing, student attendance and assessments, and program timelines are required to remain consistent with those expectations and requirements. During the first year, the plan focuses on ensuring the most qualified staff, instructional materials, including technology and intervention supports, and student data are available to staff and teachers before two days of receiving students. Additionally, providing staff professional learning before CRA begins also gives educators time to reflect and understand program expectations, review student needs, and familiarize themselves with available resources promptly. This is essential because the short summer program leaves limited time for major class adjustments once instruction begins.

During years two and three, the focus is on utilizing what is learned from staff feedback, student outcomes, and the program data to improve future planning. Staffing and instructional resources can be altered based on students' individual needs, while regular progress monitoring can assist with determining which interventions are the most effective. The communication methods with families through email, translators, Talking Points, and other approved district methods must remain an integral part of the plan. In addition, obtaining PBIS/PRIDE donations and building school and community partnerships that can provide student incentives without depending on school funding. Reviewing these resources and practices over time will help Westfield CRA maintain FCPS district expectations and continue to improve how the staff and students are supported.

2. Considering your communication strategies, discuss in 1-2 paragraph(s) how you advocated for the needs of your school and your community during the implementation and execution of your accountability project.

I advocated for the needs of students and staff by keeping communication open and making myself visible and available throughout the program. Serving both as the administration intern and as one of the Biology teachers allowed me to listen to concerns from teachers and students and share the concerns with the administrative team. I worked closely with all stakeholders within the program, including students, teachers, counselors, support staff, families, and community partners, to address attendance, academic progress, student behaviors, and other needs as they occurred. Based on my previous experience teaching CRA has also helped me understand the challenges faced by teachers and staff, and I was able to advocate and communicate the needs from both a teacher and administration lens. This helped build a trusting rapport with staff because they knew they could approach me with questions, ideas, concerns, and receive support.

Additionally, my advocacy extended beyond supporting students academically. I collaborated and communicated with school and community stakeholders and secured donations for PBIS/PRIDE incentives that not only recognized effort and perseverance but also attendance and positive behaviors. I supported communication with families through resources such as email, Talking Points, and translation services when needed. When issues or concerns arose, the focus was on communicating expectations clearly while actively listening to all perspectives of students, staff, and families. These experiences taught me that advocacy as a leader is not just speaking for others, but it also requires listening, building relationships, identifying needs, and providing action that supports the school community.

3. Provide a table with 2 columns that list the types of communication used in the left column (e.g., oral, email, workshops, meetings, website, newsletter, etc.) and the audience in the right column (e.g., parents, students, teachers, district office, administration, community) for each communication. Attach evidence, such as a link, a transcript, an email, a script, etc., for each type of communication listed on the table. (Test any internet links to ensure that they are functioning.)



| Type of Communication         | Audience                                                                                                                                                                                                                                                                                                                                                                                   |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Oral one-on-one check-ins     | Teachers and counselors<br><a href="#">Email to counselor about check in with student</a><br><a href="#">Notes from one-on-one check in with teacher about walk-through</a>                                                                                                                                                                                                                |
| Email                         | Administration, families, staff and teachers<br><a href="#">Email communication with parent and data progress monitoring</a><br><a href="#">Email from leadership requesting to construct email to staff</a><br><a href="#">Thank you letter from student assistant showing support</a><br><a href="#">Email to teacher providing communication and support about behavioral situation</a> |
| Phone calls                   | Parent/families<br><a href="#">Phone Log</a>                                                                                                                                                                                                                                                                                                                                               |
| Talking Points/text messages  | Parents/Families<br><a href="#">Screen shot/Message log from family communication</a><br><a href="#">Talking Points communication text message to families about SOL testing</a>                                                                                                                                                                                                           |
| Staff meeting                 | Teachers and support staff<br><a href="#">Meeting agenda/power point slides</a><br><a href="#">SOL Staff Training Power Point slides</a>                                                                                                                                                                                                                                                   |
| Planning meetings             | Administration, teachers, counselor<br><a href="#">CRA powerpoint/planning notes or team meeting notes</a>                                                                                                                                                                                                                                                                                 |
| Data meetings                 | Administration, teachers, counselors<br><a href="#">Progress monitoring data gradebook evidence</a>                                                                                                                                                                                                                                                                                        |
| PBIS/PRIDE communication      | Students, staff, community<br><a href="#">PBIS communication from district</a><br><a href="#">Email request from district for PBIS incentive list</a><br><a href="#">PBIB/PRIDE detail list</a>                                                                                                                                                                                            |
| Community outreach            | School and community stakeholders and donors<br><a href="#">Email from school stakeholder</a><br><a href="#">Partnership message from Wegmans</a><br><a href="#">Partnership message from Texas Roadhouse</a>                                                                                                                                                                              |
| Informal verbal communication | Teachers, students, administration, notes from daily interactions                                                                                                                                                                                                                                                                                                                          |

|  |                                                                                                                                |
|--|--------------------------------------------------------------------------------------------------------------------------------|
|  | <a href="#"><u>Notes from informal verbal communication with teacher, counselor, administration, and student from 7/16</u></a> |
|--|--------------------------------------------------------------------------------------------------------------------------------|

4. Discuss in 1-2 paragraph(s) how the items on your communications table informed the larger organizational, community, and political contexts when advocating for the needs of the school community.

During the CRA, the communication strategies I used as a part of the accountability project helped me better understand how decisions within the classroom, school, and FCPS's district are interconnected. Through one-on-one conversations, staff and planning meetings, emails, phone calls, Talking Points messages, and data discussions provided me various ways to listen to concerns while advocating for students, families and staff. For example, communication with teachers and the counselor assisted in addressing individual student needs, while progress monitoring data provide additional support when dialoging with families and the administrative staff. Staff meetings and district training helped ensure that staff support and teachers were knowledgeable about district expectations and that information was consistently communicated. Because I served in a dual role as the administration intern and a one of the biology teachers, the experience was valuable as I could bring forth concerns into administrative conversations while also helping teachers and staff members understand decisions and expectations that guided the CRA program.

The community context was clear through my work with PBIS/PRIDE and community outreach. Communication with FCPS district personnel required our incentives and practices to remain steady, while partnerships with community stakeholders, including Wegmans and Texas Roadhouse provided resources to recognize and encourage students during CRA. These connections show me the power of advocating and developing partnerships that support identified needs. Additionally, communication with parents through phone calls, email, and Talking Points offered families a way to track academic progress, attendance, and SOL testing information while also providing an opportunity for them to remain actively involved in their students' success. Ultimately, through this process, I learned that advocacy depended on knowing the audience, communicating needs clearly while using relationships and evidence to move the forward toward common goals.