

School Improvement Plan: Part E – Implementation and Monitoring Progress

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Author Note

I have no known conflict of interest to disclose. Rhonda Jones Howard

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IMPROVEMENT PLAN: PART E - IMPLEMENTATION AND MONITORING PROGRESS TEMPLATE

Goal #1:	By June 2025, Hayfield Secondary School will increase mathematics achievement rate for students with disabilities from 40 percent to 50 percent, as measured by the percentage of students meeting or exceeding state standards in mathematics.				
Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible <i>Positions will suffice. Names are unnecessary.</i>	Means of Evaluation	
				Procedures for Monitoring	Evidence of Impact on Student Learning <i>What will serve as this evidence?</i>
Actions (A): 1. All Math teachers will establish clarity for what students will be learning and why for learning intentions with success criteria. 2. All Math CT will unpack standards as a part of instructional design and planning. 3. All Math CTs will establish data analysis protocols and data meeting cadence. Strategy (S): Ensure written, taught, and assessed curriculum aligns in content and cognition to meet the needs of students with disabilities. Promote instructional best practical for special education students. Intervention (I):	July 2024-June 2025	<u>Estimated cost:</u> \$170,000 (Fairfax County School Board, 2024) <u>Funding sources</u> include school budget allocation, grants and federal funding, community and business partnerships, Parent-Teacher Association and Fundraising, District Support, Local Fairfax County Taxes. <u>Resources</u>	Math 7 CT, Math 8 CT, ESOL, SPED math content teachers, and math administrator	MTSS Coordinator will work closely with teachers and administrators to identify students at risk of falling behind and implements targeted interventions.	By the end of the 2024-2025 school year, the percentage of Hayfield MS students who receive SPED services and meet Math screener benchmark will increase from 40 to 50%. In addition to student with disabilities scores will be increased on the Standards of Learning (SOL) in mathematics.

Key intervention that can be implemented include professional development for teachers, tutoring and academic support programs to include after-school tutoring and summer programs to enhance mathematics. Use of math software and online resources to integrate educational technology such as adaptive math to personalize learning based on needs. Data-driven instruction that includes curriculum instructional strategies tailored to meet the needs of diverse learning for student with learning disabilities. The data analysis tools will be used to identify trends, gaps, and areas for improvement. Offering of workshops and community forums to engage and educate parents how to support their children's needs at home.		Human Resource can be utilized dedicated math support coordinators and specialists. Additionally, provide mentorship and facilitate professional development for staff. Technological Resources to implement tracking and monitoring software, along with communication tools to ensure effective management of reports data and information to parents.			
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Goal #2:	By June 2025, Hayfield Secondary School will narrow the achievement gap in mathematics for economically disadvantaged students by 10 percentage points, as measured by mathematics achievement rates.				
Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible <i>Positions will suffice. Names are unnecessary.</i>	Means of Evaluation	
				Procedures for Monitoring	Evidence of Impact on Student Learning <i>What will serve as this evidence?</i>
<u>Actions (A):</u> 1. All mathematics instructors will clearly articulate the learning objectives and the rationale behind them, ensuring that students understand the purpose of each lesson and the criteria for success. 2. All Mathematics Collaborative Teams (CTs) will systematically deconstruct academic standards to inform and enhance instructional design and planning. 3. All Mathematics Collaborative Teams (CTs) will develop and implement structured data analysis protocols and establish a regular schedule for data review meetings.	July 2024-June 2025	<u>Estimated cost:</u> \$150,000 (Fairfax County School Board, 2024) <u>Funding sources</u> include school budget allocation, grants and federal funding, community and business partnerships, Parent-Teacher Association and Fundraising, District Support, Local Fairfax County Taxes.	Math 7 CT, Math 8 CT, ESOL, SPED math content teachers, and math administrator	MTSS Coordinator will work closely with teachers and administrators to identify students at risk of falling behind and implements targeted interventions.	By the end of the 2024-2025 school year, the percentage of Hayfield MS students who are classified as economically disadvantage in the achievement gap in mathematics will narrow by 10 percentage points. In addition to students classified as economically disadvantaged scores will be increased on the Standards of Learning (SOL) in mathematics.

<u>Strategies:</u> Ensure the alignment of the written, taught, and assessed curriculum in both content and cognitive demands to effectively meet the students identified as economically disadvantage. Promote and implement instructional best practices students. <u>Interventions:</u> Key interventions include professional development for teachers, tutoring, and academic support programs, such as after-school tutoring and summer programs to enhance mathematics skills. Integrate educational technology, including adaptive math software and online resources, to personalize learning based on individual student needs. Implement data-driven instruction with curriculum and instructional strategies tailored to meet the diverse learning needs of students identified as economically disadvantaged. Utilize data analysis tools to identify trends, gaps, and areas for improvement. Additionally, offer workshops and community forums to engage and educate parents on how to support their children's educational needs at home.					
Goal #3:	By June 2025, Hayfield Secondary School will reduce its chronic absenteeism rate by 25%, from 18.85% to 14.14%, as measured by the percentage of students classified as chronically absent.				

Actions, Strategies, and Interventions	Timeline	Estimated Costs, Funding Sources, and Resources	Person(s) Responsible <i>Positions will suffice. Names are unnecessary.</i>	Means of Evaluation	
				Procedures for Monitoring	Evidence of Impact on Student Learning <i>What will serve as this evidence?</i>
1. <u>Data Collection and Monitoring:</u> Actions (A): Initially, establish a system to regularly monitor and analyze attendance of data. Strategies (S): Use the district's student information system (SIS) attendance tracking software to identify trends and patterns in student absences. Interventions (I): Set up early warning system to alert staff about students approaching chronic absenteeism. 2. <u>Communication and Engagement</u> A: Increase communication with parents and guardians regarding the importance of regular attendance. S: Send regular attendance reports and reminders to parents via emails, phone calls and SIS. In addition, weekly Principal	(Monthly) August 2024-June 2025	<u>Estimated cost for data collection and monitoring:</u> Total: \$61,000 (Fairfax County School Board, 2024) attendance \$5,000 annually Staff training on data analysis \$2,000 annually Communication and Engagement Parent workshops and information sessions \$5,000 annually Regular attendance reports and	MTSS** MS SOSA*, Social worker, HS SOSA*, Counselors, and Associate Principal *System of Support Advisor **Multi-Tiered Systems of Supports	MS and HS SOSA identify students with patterns of chronic absenteeism using SIS. Attendance data are reviewed periodically to track improvements and identify persistent issues. Adjustment to intervention is made as needed to better support student needs.	Interventions aimed at reducing chronic absenteeism, including personalized support plans, mentoring, and initiatives to engage families, have demonstrated encouraging outcomes in enhancing attendance and, consequently, improving academic performance (Gottfried, M. A., Hutt, E. L., & Kirksey, J. J., 2019).

communications with the community, bi-weekly communication via SIS from all teachers about the importance of regular school participation and counselors stressing the importance. I: Organize workshops and information sessions for parents and guardians on the impact of absenteeism. 3. <u>Student Support Services</u> A: Provide specific and targeted supports for students with high absenteeism rates. S: Assign attendance mentors or buddies to chronically absent students. I: Offer counseling services and create individualized attendance improvement plans. 4. <u>Academic Support</u> A: Address health-related issues that contribute to absenteeism. S: Provide academic support such as tutoring and homework assistance. I: Implement flexible scheduling or alternative learning options for students.		communication tools • \$2,000 annually <u>Student Support Services</u> Attendance mentor or buddies • \$15,000 annually Counseling services • \$30,000 annually Individualized attendance plans • \$2,000 <u>Academic Support Funding Sources</u> School budget allocation, grants and federal funding, community and business partnerships, Parent-Teacher Association and Fundraising, District Support.			
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		<u>Resources</u> Human Resources as they would have dedicated attendance officers or coordinators to assist with school administrative assistances. They would also be able mentorship and counselor as well as serve as professional development facilitators. Technological Resources with the tracking and monitoring of software and communication tools. Educational Resources to assist SEL program materials. Community Resources to aid in partnerships with local health			
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		organizations for wellness programs. Physical Resources would include space for after-school tutoring and extracurricular activities, in addition to hosting parent workshops and informational sessions.			
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References

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