

OVERARCHING SCHOOL GOAL:

Thomas Walker High School will increase the Accreditation rate for the Students with Disabilities subgroup by at least 21% percentage points on the 2021-2022 State English Assessment when compared to the 2020-2021 pass percentages (29%). Additionally, Thomas Walker High School will meet the state expectation or reduce the rate of chronic absenteeism by at least 10% when compared to the chronic absenteeism rate in 2018-2019 (34.09%).

STRAND I: TEACHING FOR LEARNING

DOMAIN: English/Language Arts

SMART Goal(s): The Accreditation rate for Students with Disabilities will increase by at least 21% points (from 29% in 2020-2021 to at least 50% in 2021-2022).

ACTION PLAN

1. Essential Action/Research-Based Strategy: Provide instruction with sufficient intensity and support to accomplish goals.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Students with Disabilities Grade 8-12	Students will receive assistance in the classroom from a special education teacher and/or aide for additional instruction.	Administration/ Classroom teachers/ Special Education teachers/Aides and Teacher Assistants	August 2018 – Ongoing	SOL data shows that the Students with Disabilities subgroup has improved from 21% (2017) to 50% (2018) to 54% (2019). There was a significant decrease in pass percentage for 2020-2021 (29%)	Administration/English and Special Education Department Heads
Students with Disabilities Grade 8-12	Students with Disabilities will be placed in inclusion classes to ensure exposure to the high rigor of the regular classroom (with the exception of students who require placement in the self-contained classroom per their IEP).	Administration/ Guidance Counselor/ Special Education Department Head	August 2018 – Ongoing	SOL data shows that the Students with Disabilities subgroup has improved from 21% (2017) to 50% (2018) to 54% (2019). There was a significant decrease in pass percentage for 2020-2021 (29%)	Administration/Guidance Counselor/Special Education Department Head

2. Essential Action/Research-Based Strategy: Use data to guide instruction and adaptation.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Grades 8-12	Department will work together to analyze assessment data, including the new growth assessment for 8 th graders.	Administration/ Classroom teachers/ Special Education teachers/Aides and Teacher Assistants	August 2019 – Ongoing	Data from benchmarks, SOL's, etc. Meeting Agendas	Administration/English and Special Education Department Heads

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English/Language Arts	Leadership and Department Teams will meet to review Academic Data after benchmark testing. Re-teaching/remediation will be based on this data.	Administration/ Classroom teachers/ Special Education teachers/Aides and Teacher Assistants	August 2019 – Ongoing	Student Data Meeting Agendas	Administration/English and Special Education Department Heads
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3. Essential Action/Research-Based Strategy: Utilize VDOE and CIP resources to ensure the written curriculum and the taught curriculum are aligned in content and cognition.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Grades 8-12	Teachers will utilize the Virginia Standards of Learning, the state blueprints, curriculum frameworks, and available resources from the VDOE to develop instruction.	Classroom teachers/ Special Education teachers	August 2018– Ongoing	Lessons	Administration/English and Special Education Department Heads
Grades 8-12	Utilization of curriculum alignment, mapping and pacing guides, and the Comprehensive Instructional Program.	Classroom teachers/ Special Education teachers	August 2011 – Ongoing, CIP added in 2015-2016 – Ongoing	Lessons	Administration/English and Special Education Department Heads
Grades 8-12	Teachers will participate in professional development on the use of formative assessments to identify student strengths and unfinished learning.	Administration	Fall 2021	Classroom assessments, Benchmarks, SOL tests	Administration/English and Special Education Department Heads

4. Essential Action/Research-Based Strategy: Utilization of technological resources to reinforce the curriculum and content being taught.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Grades 8-12	Students will receive a 1:1 Chromebook to ensure available access for writing papers on the computer at home and at school.	Division/Administration ITRT/Media Specialist	August 2018 – Ongoing	Students will have a Chromebook assigned to them. (unless parent/Guardian refuses to sign the user agreement)	ITRT/Media Specialist

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Grades 8-12	Utilize technology resources and assessments; Mastery Connect (previously Performance Matters), IXL, CIP, informal assessments, etc.	Classroom teachers/ Special education teachers	August 2018 – Ongoing	Student Data Class Performance Reports	Administration/English and Special Education Department Heads
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STRAND II: SCHOOL ENVIRONMENT

DOMAIN: Chronic Absenteeism

SMART Goal(s): The chronic absenteeism rate for 2021-2022 will meet the state expectation or decrease by at least 10% from 2018-2019.

ACTION PLAN

1. Essential Action/Research-Based Strategy: Maintain effective communication between students and teachers who are working remotely.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Grades 8-12	Teachers will maintain communication with student.	Administration/Classroom Teachers	November 2020 – Ongoing	Communication logs Email Communication	Administration
Grades 8-12	Grades will be entered in a timely manner (weekly) for student monitoring via PowerSchool.	Administration/Classroom Teachers	November 2020 – Ongoing	Teacher Gradebooks PowerSchool	Administration

2. Essential Action/Research-Based Strategy: Initiate contact with parents regarding work completion and daily attendance.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Grades 8-12	Attempt to contact parents regularly regarding work completion and student attendance.	Attendance Officer Classroom Teachers	August 2019 – Ongoing	Log entries Communication logs	Administration
Grades 8-12	Refer to division truancy contact when identified as a persistent concern.	Attendance Officer	August 2019 - Ongoing	Truancy paperwork Email communication	Administration
Grades 8-12	Contact students using student's school email	Attendance officer	August 2021 - Ongoing	Sent emails and Log entries	Administration

3. Essential Action/Research-Based Strategy: Identify students at-risk of truancy and watch closely.

Focus Area [Grade Level/Student Group(s)/Educators]	Action Steps	Person(s) Responsible for Implementation	Timeframe (Beginning to End Dates)	Evidence of Progress/Completion (Artifacts required)	Person(s) Responsible for Monitoring and Frequency
Grades 8-12	Code students by subgroup and risk level for truancy.	Administration/Attendance Officer	October 2019 – Ongoing	Attendance Charts	Administration

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