

Virginia’s Comprehensive School Support Plan

Virginia’s comprehensive school support plan (CSSP) integrates findings from Virginia’s needs assessment to help guide schools as they prioritize work, predict and neutralize barriers, and catalyze transformative practices that will improve student outcomes. There are four sections to the comprehensive school support plan, aligned to the Virginia Support Framework:

- Academic Supports
- Staffing Supports
- Professional Learning Supports
- School Climate Supports

High-quality plans support school leaders as they work to allocate human and fiscal resources, establish short-and long-term goals, monitor processes, and scale successes. Specifically, a high-quality plan is:

- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

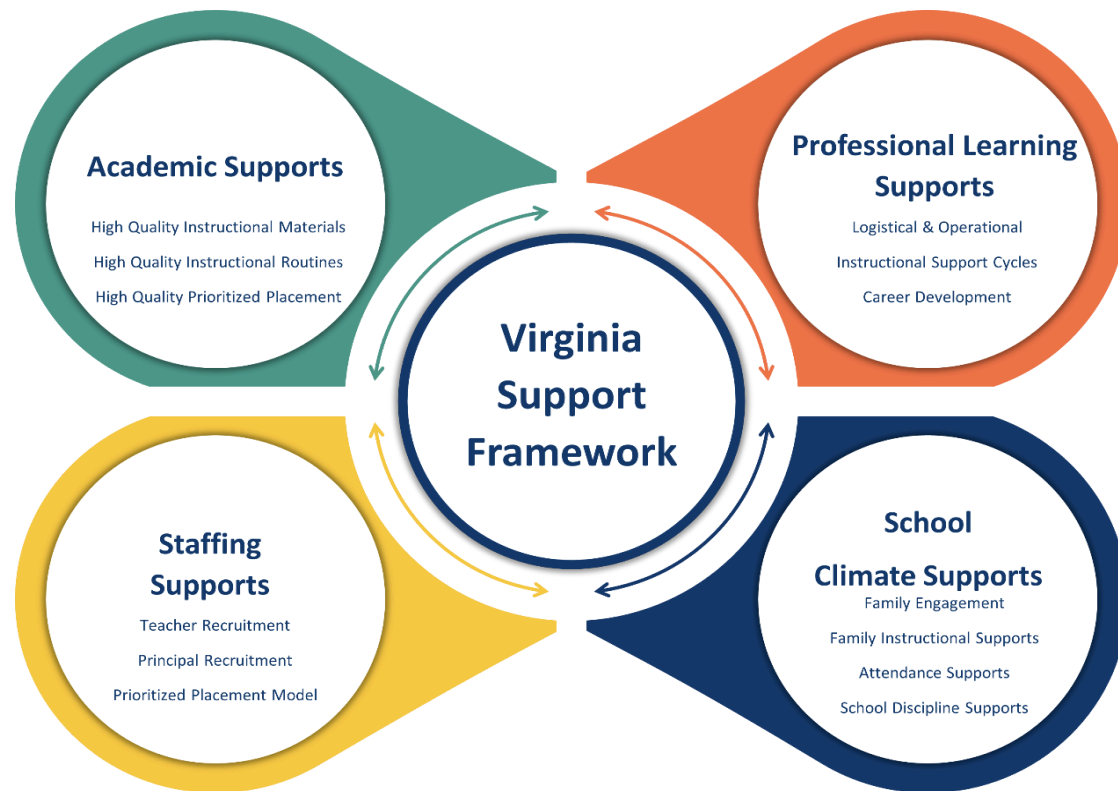
Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia’s Support Framework.¹

How to use the Virginia Comprehensive School Support Plan:

1. Review the Virginia Support Framework domains and the results of the Virginia Support Framework Needs Assessment.
2. Become familiar with the explanation and example of the Comprehensive School Support Plan template which includes a description and example for each item.
3. Complete the profile information, providing information on designations, School Quality Indicators, Levels, and/or federal identification. An overview of the internal and external stakeholder, including families, that have been engaged in the school improvement process should also be documented.
4. Use the results from the needs assessment to develop the plan for each domain and indicator, including **barriers** from a root-cause analysis **establishing SMART goals**, the **alignment to evidence and research-based strategies**, the **development and implementation of the plan**, and the artifacts to be regularly collected and analyzed for **progress monitoring**.

¹ In accordance with the Standards of Quality (SOQ) and Standards of Accreditation (SOA), all schools are to prepare a comprehensive, unified, long-range plan in conjunction with the division long-range comprehensive plan, and make it available to the public (SOQ, § 22.1-253.13:6.; SOA 8VAC20-131-390; 8VAC20-131-400). Under the Every Student Succeeds Act (ESSA), schools identified for comprehensive, targeted, and additional targeted support and improvement are required to develop plans based on a set criteria with state educational agency (SEA), local educational agency (LEA), and school approval (ESSA §1111(d)(1)(B); §1111(d)(2)(B)-(C))

Domain of Support	Description
Academic	Providing high-quality instructional materials, routines, and prioritized placement are critical to the successful operation of the school division, and focuses on alignment, engagement, rigor, and organizing staff based on need.
Staffing	Recruiting, allocating, and retaining teachers and principals to address schools and areas with the greatest needs, to include building capacity from those within and the retention of high-quality staff are integral to school division success.
Professional Learning	Managing a school building effectively by providing logistical support to maximize learning through clear calendars and master schedules; and targeting professional learning centered on the instructional cycle with a focus on student outcomes.
School Climate	Engaging with families and providing instructional materials, learning opportunities, and supports to improve attendance creates a welcoming culture. Connecting each student with an adult creates a safe and orderly environment.



Profile Information

Division: Warren County Public Schools	School: Skyline High School
Principal: Danelle Sperling <small>NEW</small> Alyson Pumphrey, Co-Interim Principal <small>NEW</small> Keith David Reeves, Co-Interim Principal	Designations (if applicable): 2024-2025 - Accredited with Conditions (science and chronic absenteeism) 2023-2024 - Accredited with Conditions (chronic absenteeism)

Stakeholder/Family Engagement

Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.

Skyline High School’s improvement plan was developed through a collaborative effort between division and school leaders and school staff. A comprehensive needs assessment drawing upon a variety of data sources was conducted for each of the four support domains. The results of the needs assessment led to the development of the goals, strategies, objectives, and action steps detailed in this plan. Opportunities to share division and school progress were provided and encouraged to ensure alignment, where the data directed, between the division and school plans. The school improvement plan, progress monitoring, and updates will be shared at least once per quarter with a parent/guardian group for suggestions, comments, and questions. In addition, the plan will be posted to the division website and feedback will be collected at least once a semester to ensure all teachers, parents/guardians, and community members have the opportunity to review and provide suggestions on the plan.

Domain I: Academic Supports	Content Area: Science
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Barrier(s): SOL performance in science for multiple subgroups and the all group does not meet standards. Content-specific vocabulary remains a barrier that requires teachers to have training in explicit instruction for science vocabulary; increase active student engagement strategies and “doing” science to provide context for science vocabulary.

SMART Goal Statement: Increase academic achievement on the science SOL test from the 2023-2024 academic year ^{NEW} **from 62% for all students to 70%** for the 2024-2025 academic year to meet the state benchmark for all students ~~and students with disabilities, economically disadvantaged, and English learners subgroups~~ by implementing explicit instructional strategies

(Evidence-based) Strategy Name: Explicit vocabulary instruction
Tier of Evidence: Choose an item.

Description: Model and monitor high impact explicit vocabulary instructional strategies for all science teachers 9-12 **using the LINKS and the Frayer model.**

Student Measure #1: CIP benchmark score monitoring








Student Measure #2: ~~Science teachers will give common formative assessments 2+ times per week, with at least two questions focused on content-specific vocabulary in context.~~ ^{NEW} Common formative assessments have not been implemented due to the lack of PLC structure given the administration change.

Staff Measure #1: 100% of science staff will be provided with professional development on selected explicit vocabulary instructional strategies for all science teachers K-12.

Staff Measure #2: 100% of science staff will use high impact explicit vocabulary instructional strategies as evidenced by ^{NEW} weekly self-reporting use of vocabulary strategies and percentage mastery by students and 2+ walkthroughs per month to monitor implementation.

Action Plan				
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Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Identify SHS representatives to serve on division team to review relevant research on explicit vocabulary instruction, and select two instructional strategies for grade level bands	August 2024 ^{NEW} December 2024	September 2024 ^{NEW} January 2025	Assistant Principal/POC for Science Department	N/A

Science Department Teachers, Special Education Department Representative, Assistant Principal/POC for Science, Principal				
9-12 science teachers will complete training on the explicit vocabulary instructional strategies chosen; options for professional learning may include VLP Value Series module on vocabulary, Anita Archer vocabulary instruction, or other support based on strategies chosen – IRT, Principals, Science teachers	September 2024  January 2025	November 2024  February 2025	Assistant Principal/POC for Science Department	N/A  \$1,000 in local funding for GimKit Pro subscription for vocabulary remediation.
Establish PLCs to support modeling and facilitate discussion, including data discussions, around glows and grows; identify teachers that did not complete training and establish a make-up opportunity to ensure training is complete; utilize coaching cycles for teachers wanting/requiring individualized support—Instructional Coaches	January 2025	May 2025  August 2025	Assistant Principal/POC for Science Department	N/A
Select method for collecting data and create accompanying data collection sheet (such as a walkthrough checklist) and look-fors for explicit vocabulary instruction and share method and purpose for data collection with teachers – Math/Science Coordinator, Special Education Coordinator, EL Coordinator, Instructional Coaches, Principals	September 2024	October 2024  January 2025	Assistant Principal/POC for Science Department  Lead biology teacher	
Conduct walkthroughs using the data collection form; analyze data and share feedback with teachers; hold data meeting to determine student academic progress and effect of explicit vocabulary instruction on student success – Principals, teachers	October 2024	May 2024  May 2025	Assistant Principal/POC for Science Department	N/A

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

This domain aligns with the WCPS division science goal. The division will be supporting the implementation, monitoring, and evaluation of this strategy with monthly check-ins. Division staff will support by attending data meetings and will provide needed professional development.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update quarterly)

Analysis of Progress (update quarterly)

Quarter 1: Supervisor of Science Department (Reeves) created a standard/substandard mastery tracking tool for all teachers in science and deployed that instrument in September 2024, which is being used to facilitate data-based conversations within an informal PLC structure. Science representative attended Instructional Leadership Team meeting and was made aware of the School plan. Explicit Vocabulary Instruction Training/Discussion held for all SHS Science Teachers and the team discussed the science-focused portion of the school plan. Trained on vocabulary strategies. Self-reporting form created for teachers to complete weekly.

Quarter 1: Action Step 4 Completed. Plan to meet with science department and discuss plan and goals. Beginning in November, all teachers will complete self-reporting form, including mastery data and submission of artifacts.

Quarter 2: IRT Team presented a professional development on research-based vocabulary strategies for science.

Science SOL scores for end of year 2024 (63% pass rate) were flat compared to end of year 2023 (64% pass rate), though Skyline students continue to outpace the division as a whole (59% for both 2023 and 2024). While the state average overall is still below accreditation level (70%), Skyline continues to focus on significantly improving SOL outcomes from the current rate that falls just short of the accreditation standard. Skyline has realized significant gains in the Black subgroup (43% to 56%) from 2023 to 2024.

Quarter 2: Given the gains in benchmarks and SOL scores year-over-year from last year, we can reasonably anticipate continued progress toward meeting our accreditation goal. The implementation of vocabulary professional development did not occur in as timely a manner as originally hoped for, but the department is heeding the call for action and taking steps to continue to address this skill area. Additionally, administrative structural changes including minimizing class sizes in Biology and the standardization of placement of Grade 9 students in Environmental Science as a precursor and transitional course from middle school science to high school level content appear to have been fruitful in improving conditions on the ground. A fully-staffed science department with increased offerings in Biology and Environmental Science sections helps to improve and enhance individualization of instruction, and our Teacher of the

<p>Analyzed by averaging test scores comparing Fall 2023 to Fall 2024, Biology (10) average score increased from 369 to 371; Biology (18) average score increased from 413 to 433; Earth Science (10) average score increased from 418 to 434.</p> <p>Regarding CIP Benchmark data, at this time during the 2023-2024 school year, Skyline’s Biology Option 1 pass rate was 35.96%, percentile ranked at 59% within CIP. This school year for 2024-2025, Skyline’s Biology Option 1 pass rate is 54.05%, percentile ranked at 89% within CIP. This marks a gain in benchmark performance year-over-year of more than 50%, with a similar number of test takers.</p>	<p>Year being a biology teacher who is taking the lead on tracking vocabulary strategy implementation has provided another “finger on the pulse” of pedagogy in the science department. Moreover, the singular focus of the supervising administrator of Science on tracking and monitoring individual student skill mastery may have played a role in helping teachers understand what their students know and can do at any given time. As of Quarter 2 that data collection shows mixed levels of implementation, fidelity, and impact on outcomes, which means a stress on consistent application and mastery monitoring in Quarter 3 is warranted.</p>
<p>Quarter 3:</p>	<p>Quarter 3:</p>
<p>Quarter 4:</p>	<p>Quarter 4</p>

Domain I: Academic Supports

Content Area: ~~Math and~~ English Co-Taught Courses

Barrier(s): As evidenced by SOL performance in EOC reading, students with disabilities and black students subgroups need significant improvement. Additionally, SHS has not met the federal participation rates for EOC Reading for the last two years.

SMART Goal Statement: Increase academic achievement on the EOC Reading SOL test to meet the state benchmark for ~~all students and~~ students with disabilities ~~and~~ black students, ~~and English learners subgroups~~ by implementing high leverage instructional practices.

(Evidence-based) Strategy Name: High Leverage Practices (HLPs) in

Co-Teaching  **HLP Crosswalk with Introduction1.2023 (1) (2).pdf**

Tier of Evidence: Choose an item.

Description: High leverage practices (HLPs) are a set of 22 identified instructional practices that met the following criteria: a) focused directly on instructional practices, (b) occurred with high frequency in teaching in any setting, (c) are research-based and centered on student engagement, (d) are applicable in any approach to teaching or content area, and (e) are considered effective teaching when implemented appropriately. They are organized into four distinct categories including collaboration, assessment, social/emotional/behavioral, and instruction and provide the necessary infrastructure to support effective teaching and consistent learning for every student to succeed across content and grade levels.


Student Measure #1: 96% or greater students will participate in the EOC Reading SOL by May 2025.

Student Measure #2:

Staff Measure #1: 100% of ~~math and~~ English staff will be provided with professional development on selected high leverage practices for co-teaching.

Staff Measure #2: 100% of ~~math and~~ English staff will use high leverage practices for co-teaching as evidenced by 2+ walkthroughs per month to monitor implementation.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
9-12 math and English teachers and co-teachers will complete training on high leverage instructional practices – IRT, Principals, Assistant	September 2024	November 2024  February 2025	Assistant Principal/POC for Math Department	N/A

Principals, SPED Department Chair, math and English teachers			Principal/POC for English Department	
Establish PLCs to support modeling and facilitate discussion, including data discussions, around glows and grows; identify teachers that did not complete training and establish a make-up opportunity to ensure training is complete; utilize coaching cycles for teachers wanting/requiring individualized support – Instructional Coaches	January 2025	May 2025	Assistant Principal/POC for Math Department Principal/POC for English Department	N/A
Select method for collecting data and create accompanying data collection sheet (such as a walkthrough checklist) and look-fors for explicit vocabulary instruction and share method and purpose for data collection with teachers – Math and English Coordinators, Special Education Coordinator, EL Coordinator, Instructional Coaches, Principals	September 2024	October 2024	Assistant Principal/POC for Math Department Principal/POC for English Department	N/A
Conduct walkthroughs using the data collection form; analyze data and share feedback with teachers; hold data meeting to determine student academic progress and effect of high leverage instructional practices on student success – Principals, teachers	October 2024	May 2024	Assistant Principal/POC for Math Department Principal/POC for English Department	N/A

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The division will support with co-teaching cycles, a PLC focused on co-teaching practices with general and special educator pairs.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.

Evidence of Progress (update quarterly)	Analysis of Progress (update quarterly)
Quarter 1:	Quarter 1:
Quarter 2:	Quarter 2:
Quarter 3:	Quarter 3:
Quarter 4:	Quarter 4:

Domain II: Staffing Supports

Barrier(s): Challenging WCPS and SHS culture and high rates of student behavior results in high rates of teacher absenteeism. ~~X# of SHS staff exceeded the amount of leave earned.~~

SMART Goal Statement: Reduce absenteeism among staff **from X% to 10%** for the 2024-2025 school year.

(Evidence-based) Strategy Name: Update, communicate, and enforce staff attendance expectations
Tier of Evidence: Choose an item.

Description:

Student Measure #1: n/a

Student Measure #2: n/a

Staff Measure #1: ~~Staff will self-monitor their remaining leave available through the Red Rover absence management program.~~

Staff Measure #2: Administrators will monitor staff absences **quarterly** to ~~ensure conveyed expectations are being followed~~ ^{NEW} **compare with absentee rates from 2023-2024.**

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Update and communicate staff attendance expectations; staff signatures will be collected to confirm receipt of information – HR Team; school faculty meetings	July 2024	August 2024	HR, Principal Sperling ^{NEW} Co-Interim Principals Pumphrey, Reeves	n/a
Train staff on new attendance management system and train administrators that approve leave on system and enforcing consequences – HR Team	June 2024	August 2024	HR, Principal Sperling ^{NEW} Co-Interim Principals Pumphrey, Reeves	n/a
Identify and recognize staff and buildings for good attendance – HR Team, building administrators	August 2024	May 2025	Director and Deputy Directors of HR, Principal Sperling ^{NEW}	

			Co-Interim Principals Pumphrey, Reeves	
NEW Collaborate with consultant Chris Jones of ASCD to improve school leadership conditions and school culture and climate, including the creation of an initial shared leadership structure — Instructional Leadership Team, Principals’ Advisory Committee, Administration Team	October 2024	Ongoing	Bragg, Pumphrey, Reeves	Local

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The division will support with implementation of the Red Rover absence management program, revision to relevant staff leave policies by our school board

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update quarterly)	Analysis of Progress (update quarterly)
Quarter 1: Deputy Director of Human Resources provided training materials to all WCPS staff regarding the new attendance management system and administrators were trained on how to use that system. School administration provides overview of expectations to staff during beginning-of-year reorientation. Deputy Director of Human Resources continued providing positive reinforcement “Perfect Attendance” emails to staff members. Administrative assistant provided reinforcement of expectations to staff. Co-Interim Principal requested Administrative Assistant to provide comprehensive report of staff attendance to provide recognition to staff who have consistently demonstrated excellent employee attendance.	August 2024: Action Items #1 and #2 Completed. Action Item #3 progress continues on track.
Quarter 2: Administration ascertained that there was no way to compare year-over-year data; WCPS did not retain previous staff attendance data after discontinuing use of its former staff absence system.	Quarter 2: Data not available.

Quarter 3: ILT, PAC continue to meet and were expanded in scope following the Culture and Climate Survey results and whitepaper provided by Mr. Jones.

Quarter 3: Key stakeholders continue to report significant improvements in staff morale. Staff absenteeism remains a significant concern.

Quarter 4: Staff Morale Builder event planned on a Staff Development Day

Quarter 4:

Domain III: Professional Learning Supports

Barrier(s): SHS administrators have been caught in a reactive cycle of responding to “emergent” student discipline needs which has severely limited time observing in classrooms. This limits data to provide relevant PD and support to teachers.

SMART Goal Statement: By June 2025, all instructional staff will have been trained on highly effective teaching practices that lead to an increase of student academic progress as assessed on end of year testing.

<p>(Evidence-based) Strategy Name: Instructional Support Cycles Tier of Evidence: Choose an item.</p>	<p>Description: Plan, develop, and implement the “Pathways to Success” comprehensive program to clearly define best teaching practices and expectations to both administrators and teachers.</p>
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<p>Student Measure #1:</p>	<p>Student Measure #2:</p>
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<p>Staff Measure #1: By the end of the 2024-2025 school year, all teachers will have participated in training on effective teaching practices using the “Pathways to Success” comprehensive program.</p>	<p>Staff Measure #2: By the end of the 2024-2025 school year, all core academic teachers will have participated in PLCs to share data and discuss effective teaching practices.</p>
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Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Introduce the Pathways and train all staff on the purpose and use of the Pathways to support highly effective teaching practices and where to find additional support such as coaching cycles – Teacher Support Coordinator, Director of Technology, Instructional Coaches	July 2024	Ongoing	Teacher Support Coordinator, SHS Administrators	n/a
School and division leadership encourage/suggest/require teachers to utilize the “Pathways to Success” program to set goals, learn/improve effective teaching practices, and seek	October 2024	June 2025	Teacher Support Coordinator, SHS Administrators	n/a

coaching and professional development opportunities – Administrators, IRT, Instructional Coaches				
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Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

This domain aligns with the WCPS division professional learning supports goal. Division staff have created this program and will be supporting the implementation, monitoring, and evaluation of these pathways at the building levels with monthly check-ins.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update quarterly)	Analysis of Progress (update quarterly)
<p>Quarter 1: Pathways program assigned to all new staff by the Teacher Support Coordinator. Pathways program introduced to all existing staff by Skyline Administration. Skyline Administration continued to implement Pathways with assigned teachers and to add Pathways involvement for identified teachers who needed additional support. Skyline Administration continued to implement Pathways with assigned teachers and to add Pathways involvement for identified teachers who needed additional support. As of November, 9 teachers are being supported at the Trek 2 and Trek 3 levels through instructional partnerships. 4 teachers are being supported at the Trek 1 level through the Pathways professional learning support program, with one of four having already fully completed the program. 1 additional teacher has been assigned a required, specific Pathways module and has completed approximately half of that module.</p>	<p>Quarter 1: Action Item #1 ongoing progress. Skyline is successfully implementing the Pathways program in direct coordination with Hope Petty. It is apparent that additional staff would benefit from the Pathways program, including veteran teachers with analytic data that suggests a performance trend that is suboptimal.</p>
<p>Quarter 2: WCPS continues to report on participation in Pathways regularly.</p>	<p>Quarter 2: Action Items #1 and #2 ongoing progress.</p>
<p>Quarter 3: WCPS continues to report on participation in Pathways regularly.</p>	<p>Quarter 3: Action Items #1 and #2 ongoing progress.</p>
<p>Quarter 4:</p>	<p>Quarter 4:</p>

Domain III: Professional Learning Supports

Barrier(s): SHS does not currently have PLCs established in all core content areas, with embedded instructional coaching, and data collected on PD needed. We have been without a Technology Integration Coach for ¾ of the 2023-2024 school year.


SMART Goal Statement: By June 2025, all instructional staff will have been trained in the Professional Learning Community model as a layer of professional development that supports highly effective teaching practices that lead to an increase of student academic progress as assessed on end of year testing.

<p>(Evidence-based) Strategy Name: Instructional Support Cycles Tier of Evidence: Choose an item.</p>	<p>Description: Provide a PLC structure to support the school's/district's mission, vision, and initiatives</p>
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<p>Student Measure #1:</p>	<p>Student Measure #2:</p>
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<p>Staff Measure #1: By the end of the 2024-2025 school year, all core content teachers will participate in the PLC model to support the use of effective teaching practices.</p>	<p>Staff Measure #2:</p>
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Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Establish school leadership PLC teams that will receive training on and review components of the PLC model, determine meeting schedules, goals, and procedure for measuring implementation and success – Division PLC planning committee members (act as the facilitators of the process)	August 2024	October 2024  June 2025	Teacher Support Coordinator, PLC Committee members, IRT, SHS Administrators	n/a
Reflect and adjust as needed based on previous quarters metrics for progress monitoring and shift to the “we do/guided practice” portion of train the trainer on both school/district level – Division and school PLC committees	October 2024	End of S1 December 2024; End of S2 May 2025	Teacher Support Coordinator, PLC Committee members, IRT, SHS Administrators	n/a

Review SOL testing data and compare with previous year data as an initial metric for determining effectiveness of the PLC model - Division and school PLC committees	April 2025	May 2025	Teacher Support Coordinator, PLC Committee members, IRT, SHS Administrators	
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Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.	
This domain aligns with the WCPS division professional learning supports goal. Division staff have created train the trainer model and will be supporting the implementation, monitoring, and evaluation of the model at the building levels with monthly check-ins.	
Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.	
Analysis: Address impact and next steps.	
Evidence of Progress (update quarterly)	Analysis of Progress (update quarterly)
Quarter 1: Instructional Leadership Team established by Skyline Administration.	Quarter 1: Action items #1 and #2 continue progress.
Quarter 2: Principal's Advisory Committee established by Skyline Administration.	Quarter 2: Action items #1 and #2 continue progress.
Quarter 3: Student Council established by Skyline Administration.	Quarter 3: Action items #1 and #2 continue progress. Action item #3 undertaken by each departmental administrator point of contact in concert with Technology Integration Coach, key School Board Office stakeholders.
Quarter 4:	Quarter 4:

Domain IV: School Climate Supports

Barrier(s): attendance and behavior

SMART Goal Statement: By June 2025, Skyline High School will create a school culture of positive student connections that supports the consistent reduction in the chronic absenteeism rate, until the rate reaches or goes below the accreditation rate of 15%. 2021-2022 47.1%, 2022-2023 35.25%, 2023-2024 32.22%

(Evidence-based) Strategy Name: Division-wide tiered system of supports for attendance and behavior

Tier of Evidence: Choose an item.

Description:

Student Measure #1: 100% of students who miss 5 days of school will meet with the Student Support Coach to develop an attendance success plan.

Student Measure #2: 100% of students who continue to miss school after the development of an attendance success plan will meet with the Dean of Students and a parent to sign an attendance contract and put corrective actions in place. Students will share barriers to attendance with SHS staff for assistance.

Staff Measure #1: Dean of Students will work collaboratively with the WCPS Attendance Team to develop a division-wide tiered system of support for attendance.

Staff Measure #2: Dean of Students will track monthly the % of chronically absent students and review school-level attendance meeting data.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Research and determine interventions for tiered system of support for attendance – Attendance Committee	August 2024	October 2024	Mettinger, Mullins, Division Attendance Team	
Share draft of tiered system of support for attendance with school administrators and building attendance teams for feedback – Division and School Attendance teams	August 2024	May 2025	Mettinger, Mullins, Division Attendance Team	

Promote good attendance through messaging and at school events – Attendance Committee; quarterly	August 2024	May 2025	SHS Admin Team;  Deputy Director of Human Resources	
Identify high absentee dates and common barriers to attendance that may affect student groups and organize strategies to address barriers – Attendance Committee	October 2024	May 2025	SHS Admin Team; WCPS Attendance Committee	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

This domain aligns with the WCPS division attendance goal. Division staff work together on the Attendance Committee to share best practices and support the implementation, monitoring, and evaluation of the model at the building levels with monthly check-ins.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update quarterly)	Analysis of Progress (update quarterly)
<p>Quarter 1: The Skyline High School administration established and initiated meetings for a new Instructional Leadership Team, populated by representatives of our major accreditation areas, and a new Principal’s Advisory Committee, populated by individuals concerned about school climate. The Skyline High School administration met with WCEA and PAC. The WCEA meeting yielded comments that the teacher’s association feels there’s been a substantial improvement in climate; that the leadership’s new direction has been a “breath of fresh air,” and specifically extended congratulations and thanks to Mr. Mettinger for his overall performance, to Dr. Reeves for his responsive communications, Mrs. Trammel for her social media work, and Mr. Bailey for being highly supportive of good quality instruction. Ms. Mullins was newly hired and began working with our Student Support Coach on attendance.</p>	<p>Quarter 1: Continued transparency, responsiveness, and inclusion is warranted, as we are finally seeing the practical effects of the changes we have implemented. We continue to struggle with day-to-day crises that are challenging to mitigate because of administrative understaffing, but we are seeing improvement and the trajectory is positive.</p>

<p>Quarter 2: Attendance Mentors were implemented for students with 10 or more absences. Monthly student incentives for attendance were discussed, specifically around funding and someone to do the planning. This conversation continues. Moreover a senior incentive was implemented providing parking during Quarters 3 and 4 for the top ten performing students in good standing from the senior class.</p>	<p>Quarter 2: Chronic absenteeism has been reduced by 31.6% over the past three school years, from a high of 47.11% following the COVID Pandemic during the 2021-2022 school year to last year's rate of 32.22% during the 2023-2024 school year.</p>
<p>Quarter 3: SHS has received Most Improved Attendance award.</p>	<p>Quarter 3: Progress continues, absenteeism monitoring on an ongoing basis.</p>
<p>Quarter 4:</p>	<p>Quarter 4:</p>