

# Washington-Liberty High School- School Action Plan - 2023-24 to 2025-26

## Principal: Antonio Hall

<b>Goal #1</b>	<b>Math - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	<b>Spring 2023 - SOL</b> Black - Pass 68% (opp. gap 17%) Hispanic - Pass 77% (opp. gap 8%) EL -Pass 68% (opp. gap 17%) SWD Pass 77% (opp. gap 8%) Econ. Disadv Pass 76% (opp. gap 8%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<b>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b>			
Black - Increase pass rate from (Spr. 2023 pass rate) 74% to at least a 77%, reducing the gap from 13% to 13% <b>Hispanic</b> - Increase pass rate from (Spr. 2023 pass rate) 73% to at least a 83%, reducing the gap from 9% to 6% EL - Increase pass rate from (Spr. 2023 pass rate) 72% to at least a 77%, reducing the gap from 15% to 13% SWD - Increase pass rate from (Spr. 2023 pass rate)% to at least a %, reducing the gap from % to % Econ. Disadv. - Increase pass rate from (Spr. 2023 pass rate)% to at least a %, reducing the gap from % to.%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: Black - Increase pass rate from 74% to at least a 71%, reducing the gap from 13% to 12% Hispanic - Increase pass rate from 77% to at least a 79%, reducing the gap from 8% to 8% EL - Increase pass rate from 68% to at least a 71%, reducing the gap from 17% to 16% SWD - Increase pass rate from 77% to at least a 79%, reducing the gap from 8% to 8% Econ. Disadv. - Increase pass rate from 76% to at least a 78%, reducing the gap from 8% to 8%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal: <b>Black</b> - Increase pass rate from 71% to at least a 74%, reducing the gap from 16% to 14% <b>Hispanic</b> - Increase pass rate from 79% to at least a 81%, reducing the gap from 8% to 7% EL - Increase pass rate from 71% to at least a 74%, reducing the gap from 16% to 14% SWD - Increase pass rate from 79% to at least a 81%, reducing the gap from 8% to 7% Econ. Disadv. - Increase pass rate from 78% to at least a 80%, reducing the gap from 9% to 8%		

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<b>Annual Performance Goal Year 3 (2025-26)</b>	<p><b>By June 2026, opportunity gaps on the Math SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <p><b>Black</b> - Increase pass rate from 74% to at least a 77%, reducing the gap from 14% to 13%</p> <p><b>Hispanic</b> - Increase pass rate from 81% to at least a 83%, reducing the gap from 7% to 6%</p> <p><b>EL</b> - Increase pass rate from 74% to at least a 77%, reducing the gap from 14% to 13%</p> <p><b>SWD</b> - Increase pass rate from 81% to at least a 83%, reducing the gap from 7% to 6%</p> <p><b>Econ Disadv.</b> - Increase pass rate from 80% to at least a 82%, reducing the gap from 8% to 7%</p>
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### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<p><b>Tier 1</b></p> <ul style="list-style-type: none"> <li>* Implement Mathematics curriculum utilizing county provided curriculum and curricular resources.</li> <li>* Provide opportunities for EL and SpEd teachers to collaborate with Math Coach or grade-level CLT wherever they are supporting students.</li> <li>* Teacher will begin to utilize Math Workshop model.</li> <li>* Think-Pair-Share</li> <li>* Targeted groups are differentiated to meet each students' needs.</li> </ul>	Sept - June, ongoing	Classroom teachers, WL Math Team (Principal, AP, WL Teacher Leadership from Math, EL, and SpEd)	Principal & AP will support with ATSS, Math, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p><b>Tier 2</b></p> <ul style="list-style-type: none"> <li>* Develop benchmark assessments with some common questions for each unit of instruction in the Alg 1 curriculum. CLT's will disaggregate data and identify topics that need reteaching as well as identifying students in need of Tier 2/3 interventions</li> </ul>	Sept - June, ongoing	WL Math Team (Principal, AP, WL Teacher Leadership from Math, EL, and SpEd)	
<p><b>Tier 3</b></p> <ul style="list-style-type: none"> <li>* Target students for Tier 2 interventions during GP or Lunch Lab or Math Coach</li> </ul>	Sept - June, ongoing	WL Math Team (Principal, AP, WL Teacher Leadership from Math, EL, and SpEd)	
<p><b>Professional Learning:</b></p> <ul style="list-style-type: none"> <li>* Organize professional learning and collaboration with math office, math coach, math SOL lead (Host math workshops</li> </ul>	Sept - June, ongoing	Administrators, Math Coach	

# Washington-Liberty High School- School Action Plan - 2023-24 to 2025-26

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### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-3- Math SOLs	<b>Results of Progress (End of Year)</b>	Math SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>
School level- NWEA - MAP Growth (Alg 1 only)  Teacher/CLT/Grade -VGA -SOL Quick Checks	Teacher/CLT/Grade -SOL Quick Checks	School level NWEA - MAP Growth (Alg 1 Only)  Teacher/CLT/Grade -VGA -SOL Quick Checks	School level- NWEA - MAP Growth (Alg 1 Only)  Teacher/CLT/Grade -SOL Quick Checks

<b>Goal #2</b>	<b>Reading - Opportunity Gaps - SOL</b>		
<b>Strategic Plan Goal Area</b>	Student Success		
<b>Strategic Plan Performance Objectives</b>	PO-SS-1-By 2024, APS will reduce opportunity gaps for all reporting groups on state assessments.		
<b>Baseline Data</b>	<b>Spring 2023 - SOL - English</b> Black - Pass 75% (opp. gap 13%) Hispanic - Pass 79% (opp. gap 9%) EL - Pass 29% (opp. gap 59%) SWD - Pass 63% (opp. gap 25%) Econ. Disadv - 77% (opp. gap 11%)	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	Level 2 performance rating for VDOE school quality indicator English: Achievement Gaps
<b>3 Year Performance Goal</b>			

# Washington-Liberty High School- School Action Plan - 2023-24 to 2025-26

## Principal: Antonio Hall

**By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:**

- Black** - Increase pass rate from 75% to at least 82%, reducing the gap from 13% to 9%
- Hispanic** - Increase pass rate from 73% to at least 85%, reducing the gap from 14% to 6%
- EL** - Increase pass rate from 19% to at least 62%, reducing the gap from 68% to 28%
- SWD** - Increase pass rate from 59% to at least 73%, reducing the gap from 28% to 18%
- Econ. Disadv.** - Increase pass rate from 73% to at least 83%, reducing the gap from 14% to 8%

### Annual Performance Goals

<b>Annual Performance Goal Year 1 (2023-24)</b>	<p><b>By June 2024, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <ul style="list-style-type: none"> <li><b>Black</b> - Increase pass rate from 75% to at least a 78%, reducing the gap from 13% to 12%</li> <li><b>Hispanic</b> - Increase pass rate from 79% to at least a 81%, reducing the gap from 9% to 8%</li> <li><b>EL</b> - Increase pass rate from 29% to at least a 45%, reducing the gap from 59% to 45%</li> <li><b>SWD</b> - Increase pass rate from 63% to at least a 67%, reducing the gap from 25% to 23%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 77% to at least a 79%, reducing the gap from 11% to 11%</li> </ul>
<b>Annual Performance Goal Year 2 (2024-25)</b>	<p><b>By June 2025, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <ul style="list-style-type: none"> <li><b>Black</b> - Increase pass rate from 78% to at least a 80%, reducing the gap from 12% to 10%</li> <li><b>Hispanic</b> - Increase pass rate from 81% to at least a 83%, reducing the gap from 9% to 8%</li> <li><b>EL</b> - Increase pass rate from 45% to at least a 55%, reducing the gap from 45% to 35%</li> <li><b>SWD</b> - Increase pass rate from 67% to at least a 70%, reducing the gap from 23% to 20%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 79% to at least a 81%, reducing the gap from 11% to 10%</li> </ul>
<b>Annual Performance Goal Year 3 (2025-26)</b>	<p><b>By June 2026, opportunity gaps on the Reading SOL (aggregated for all grade levels) will be reduced by the following tiered goal:</b></p> <ul style="list-style-type: none"> <li><b>Black</b> - Increase pass rate from 80% to at least a 82%, reducing the gap from 11% to 10%</li> <li><b>Hispanic</b> - Increase pass rate from 83% to at least a 85%, reducing the gap from 8% to 7%</li> <li><b>EL</b> - Increase pass rate from 55% to at least a 62%, reducing the gap from 36% to 29%</li> <li><b>SWD</b> - Increase pass rate from 70% to at least a 73%, reducing the gap from 21% to 19%</li> <li><b>Econ. Disadv.</b> - Increase pass rate from 81% to at least a 83%, reducing the gap from 10% to 9%</li> </ul>

### Strategic Plan Strategies

<b>Strategic Plan Strategies- PRIMARY</b>	S-SS-2-Deliver curriculum through innovative and relevant instruction that is differentiated to meet the diverse needs of each student.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
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# Washington-Liberty High School- School Action Plan - 2023-24 to 2025-26

## Principal: Antonio Hall

<p><b>Tier 1</b>          *Utilize strategies from Aspire Training and Staff Development in adolescent reading          *Access strategies- partner reading, choral reading, turn and talk, get the gist routine, culminating questions          *Word of the week - emphasizing acadmic vocabulary throughout the school. Include IB Command term</p>	Sept-June, ongoing	WL Literacy Team (Principal, AP, Literacy Coach, WL Teacher Leadership from ELA, EL, and SpEd)	Principal & APs will support with ATSS, ELA, SPED & EL Office - will monitor by conducting walkthroughs and observations and attending CLTs.
<p><b>Tier 2</b>          * Teach a routine to determine the gist of the texts-PACT          * Utilize Lexia-Build students decoding skills to read complex multisyllabic words, grammar, comp.          * Immersive Reader, ed tech access for read aloud/translations</p>	Sept-June, ongoing	WL Literacy Team (Principal, AP, Literacy Coach, WL Teacher Leadership from ELA, EL, and SpEd)	
<p><b>Tier 3</b>          * Reading coach will collaborate with teachers to identify students who need Tier 3 support          * Multisyllabic word decoding routines          * Immersive Reader, ed tech access for read aloud/translations</p>	Sept-June, ongoing	WL Literacy Team (Principal, AP, Literacy Coach, WL Teacher Leadership from ELA, EL, and SpEd)	
<p><b>Professional Learning</b>          This the ELA Department will engage in PL centered on the use of Aspire, Lexia, NWEA and individual PL opportunities that non-APS delivered which are thematically focused on improving reading outcomes particularly for underserved populations.</p>	Sept - June, ongoing	Administrators, Literacy Coach	Principal & AP will support literacy coaches during CLTs and in identifying teachers for coaching cycles

### Progress Monitoring

<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-1- Reading SOLs	<b>Results of Progress (End of Year)</b>	Reading SOL
<b>Evidence of Progress toward Annual Goal (MP1)</b>	<b>Evidence of Progress toward Annual Goal (MP2)</b>	<b>Evidence of Progress toward Annual Goal (MP3)</b>	<b>Evidence of Progress toward Annual Goal (MP4)</b>

# Washington-Liberty High School- School Action Plan - 2023-24 to 2025-26

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<b>School Level -</b> * NWEA MAP SCREENER for ELA (BOY in 9th and only MOY & EOY if below proficient on BOY AND continue in upper grades if below proficient) * VGA		<b>School Level -</b> * NWEA MAP SCREENER for ELA (BOY in 9th and only MOY & EOY if below proficient on BOY AND continue in upper grades if below proficient) * VGA * MOY District Benchmark Assessment in Eng 11 (Mastery Connect)	<b>School Level -</b> * NWEA MAP SCREENER for ELA (BOY in 9th and only MOY & EOY if below proficient on BOY AND continue in upper grades if below proficient) * VGA
<b>Teacher/CLT/Grade -</b> * End of Unit Assessments * Writing Performance Tasks	<b>Teacher/CLT/Grade-</b> * End of Unit Assessments * Writing Performance Tasks	<b>Teacher/CLT/Grade -</b> * End of Unit Assessments * Writing Performance Tasks	<b>Teacher/CLT/Grade -</b> * End of Unit Assessments * Writing Performance Tasks

Goal #3	Student Well-Being
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<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-3-Key findings on the Your Voice Matters survey will show improvements in student social, emotional, and mental Health.		
<b>Baseline Data</b>	2022-2023 <90% Attendance Rate: 18.85%	Identify if goal is required based on state or federal requirements, or other guidelines	VDOE - School Quality Indicator - Level 2- Chronic Absenteeism

3 Year Performance Goal
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**By 2026** reduce chronic absenteeism to at least 12%.

Annual Performance Goals
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Annual Performance Goal Year 1 (2023-24)	By June 2024, reduce chronic absenteeism to at least 16%
Annual Performance Goal Year 2 (2024-25)	By June 2025, reduce chronic absenteeism to at least 14%
Annual Performance Goal Year 3 (2025-26)	By June 2026, reduce chronic absenteeism to at least 12%

Strategic Plan Strategies
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# Washington-Liberty High School- School Action Plan - 2023-24 to 2025-26

## Principal: Antonio Hall

<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
Action Steps			
Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
Tier 1 * Communicate with all W-L Stakeholders the W-L/APS Attendance Policies. * Ensure teachers are taking accurate attendance daily * Conduct hall sweeps to encourage students to be on time to class.	Sept-June, Ongoing	Teachers, Dean of Students, Assistant Principals, Attendance Specialist.	Principal, AP's and attendance specialist will monitor by regularly reviewing attendance reports and conducting walkthroughs of the building during the school day
Tier 2 * Utilize synergy reports on chronic tardy to school and chronic absenteeism. * Ongoing messages and letters on home attendance and selected students.	Sept-June, Ongoing	Teachers, Dean of Students, Assistant Principals, Attendance Specialist.	Principal, AP's and Dean of Students will regularly conduct attendance data meetings and work as a team to send electronic and mailed correspondence to families for students attending school less than 90% of the time. attendance reports and conducting walkthroughs of the building during the school day"
Tier 3 * Hold SST/Attendance Plan Support Meetings where applicable. * Dean of Students holds individual student and family restorative meetings	Sept-June, Ongoing	Teachers, Dean of Students, Assistant Principals, Attendance Specialist.	W-L Admin Team will follow up with stakeholders 2-4 weeks after meetings to determine if additional interventions are warranted. (To include intervention from Arlington County DHS)
<b>Professional Learning</b>		Admin, School leadership team	
Progress Monitoring			
<b>Strategic Plan Measures (Dropdown) - To determine if goal was achieved</b>	M-SS-14- Attendance	<b>Results of Progress (End of Year)</b>	Annual Attendance Report

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Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Monthly Attendance Reports using APS Insights on students who have less than 90% attendance	Monthly Attendance Reports using APS Insights on students who have less than 90% attendance	Monthly Attendance Reports using APS Insights on students who have less than 90% attendance	Monthly Attendance Reports using APS Insights on students who have less than 90% attendance

Goal #4	Inclusion		
<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-2-By 2024, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting.		
<b>Baseline Data</b>	2022-23 - LRE % was 64%	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
By 2026, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	By June 2024, at least 70% of students with disabilities will spend 80% or more of their school day in a general education setting		
<b>Annual Performance Goal Year 2 (2024-25)</b>	By June 2025, at least 75% of students with disabilities will spend 80% or more of their school day in a general education setting		
<b>Annual Performance Goal Year 3 (2025-26)</b>	By June 2026, at least 80% of students with disabilities will spend 80% or more of their school day in a general education setting		
<b>Strategic Plan Strategies</b>			
<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-6-Increase co-taught sections of courses and classes to support the inclusion of students		
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>			
<b>Action Steps</b>			
<b>Action Steps</b>	<b>Timeline</b>	<b>Responsible &amp; Accountable</b>	<b>Monitoring for Implementation</b>



# Washington-Liberty High School- School Action Plan - 2023-24 to 2025-26

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<b>Tier 1:</b> * Increase access and inclusion in IB courses by exploring IB For All initiative. * Continue to provide remediation supports at lunch, after school, and Saturday academy.	Sept - June Ongoing	IEP team (LEA representative, Special Education teachers, general education teacher)	IB coordinator will monitor by reviewing course enrollment and demographics and ensuring targeted recruitment and outreach to underrepresented student populations occurs  Admin Team will monitor through walkthroughs of remediation support programs and review of attendance
<b>Tier 2:</b> * Provide Professional Learning for instructional staff for supporting needs in more inclusive settings. * Revised CORE class to provide more support for IB DP students	Sept - June Ongoing	IEP team (LEA representative, Special Education teachers, general education teacher)	Admin team will monitor through planning and review of PL schedule including collaborative work with PL Office
<b>Tier 3:</b> * Intentionally consider more inclusion opportunities during every IEP conversation and documented in the PWN. * Consider what supports a student may need to experience success in a more inclusive setting. * Consider providing supports to students in an inclusion General's Period group as an alternative to special education instructional studies	Sept - June Ongoing	IEP team (LEA representative, Special Education teachers, general education teacher)	Admin team will monitor through review of LRE dashboard, and course enrollment in special education instructional studies

### Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-6- % of time SPED students spend in G	Results of Progress (End of Year)	LRE Dashboard & report through synergy and APS Insights upon finalization of IEPs
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
LRE Dashboard & report through synergy and APS Insights upon finalization of IEPs	LRE Dashboard & report through synergy and APS Insights upon finalization of IEPs	LRE Dashboard & report through synergy and APS Insights upon finalization of IEPs	LRE Dashboard & report through synergy and APS Insights upon finalization of IEPs

<b>Goal #5</b>	<b>Student Well-Being</b>
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<b>Strategic Plan Goal Area</b>	Student Well-Being		
<b>Strategic Plan Performance Objectives</b>	PO-SWB-1-Disproportionality in suspension rates by race/ethnicity, students identified with a disability, and English Learners will be annually reduced and overall suspensions will not increase.		
<b>Baseline Data</b>	<b>2022-2023 Suspension Data:</b> <b>Black</b> (8% of school population) 21% of suspensions <b>Hispanic</b> (33% of school population) 49% of suspensions <b>EL</b> (19% of school population) 41% of suspensions <b>SWD</b> (14% of school population) 46% of suspensions	<b>Identify if goal is required based on state or federal requirements, or other guidelines</b>	
<b>3 Year Performance Goal</b>			
<b>By 2026, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</b>  <b>Black</b> (8% of school population) - Reduce % of suspensions from 21% to 15% <b>Hispanic</b> (33% of school population) - Reduce % of suspensions from 49% to 36% <b>EL</b> (19% of school population) - Reduce % of suspensions from 41% to 29% <b>SWD</b> (14% of school population) - Reduce % of suspensions from 46% to 35%			
<b>Annual Performance Goals</b>			
<b>Annual Performance Goal Year 1 (2023-24)</b>	<b>By June 2024, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</b>  <b>Black</b> (8% of school population) - Reduce % of suspensions from 21% to 19% <b>Hispanic</b> (33% of school population) - Reduce % of suspensions from 49% to 43% <b>EL</b> (19% of school population) - Reduce % of suspensions from 41% to 37% <b>SWD</b> (14% of school population) - Reduce % of suspensions from 46% to 40%		
<b>Annual Performance Goal Year 2 (2024-25)</b>	<b>By June 2025, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</b>  <b>Black</b> (8% of school population) - Reduce % of suspensions from 19% to 17% <b>Hispanic</b> (33% of school population) - Reduce % of suspensions from 43% to 39% <b>EL</b> (19% of school population) - Reduce % of suspensions from 37% to 33% <b>SWD</b> (14% of school population) - Reduce % of suspensions from 40% to 37%		
<b>Annual Performance Goal Year 3 (2025-26)</b>	<b>By June 2026, reduce the overall number suspensions will be reduced by at least 10% and disproportionality in suspension rates will be reduced by the following tiered goal:</b>  <b>Black</b> (8% of school population) - Reduce % of suspensions from 17% to 15% <b>Hispanic</b> (33% of school population) - Reduce % of suspensions from 39% to 36% <b>EL</b> (19% of school population) - Reduce % of suspensions from 33% to 29% <b>SWD</b> (14% of school population) - Reduce % of suspensions from 37% to 35%		
<b>Strategic Plan Strategies</b>			

# Washington-Liberty High School- School Action Plan - 2023-24 to 2025-26

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<b>Strategic Plan Strategies- PRIMARY</b>	S-SWB-5-Establish systematic, proactive, and positive strategies, interventions, and Restorative Justice practices that support student learning and well-being in all areas involving student conduct.
<b>Strategic Plan Strategies- ADDITIONAL (OPTIONAL) -</b>	

### Action Steps

Action Steps	Timeline	Responsible & Accountable	Monitoring for Implementation
<b>Tier 1</b> * Provide SEL lessons during GP Mondays and Fridays * DSA and Principal meet with 9th graders to promote participation in clubs, activities, and sports.	Sept- June, ongoing	Teachers, Principal, DSA	Admin team will monitor through check-in meetings with SEL leads and committee and through observations of SEL lessons during GP
<b>Tier 2</b> * Conduct hallsweeps to ensure students are engaged in learning. * Promote the 3 signature SEL practices for classes	Sept- June, ongoing	Admin Team	Admin will monitor with support from Student Services through walkthroughs
<b>Tier 3</b> * APs hold restorative conversations with individual students * Second Chance program	Sept- June, ongoing	Assistant Principals	Admin will monitor with support from School Support through review of Second Chance Referrals and weekly admin team meetings

### Progress Monitoring

Strategic Plan Measures (Dropdown) - To determine if goal was achieved	M-SWB-5- Suspension rates	Results of Progress (End of Year)	Discipline Dashboard.
Evidence of Progress toward Annual Goal (MP1)	Evidence of Progress toward Annual Goal (MP2)	Evidence of Progress toward Annual Goal (MP3)	Evidence of Progress toward Annual Goal (MP4)
Discipline Dashboard	Discipline Dashboard	Discipline Dashboard	Discipline Dashboard