Fairfax County Adult HS: CSI Multi-year School Support Plan

Table 2: Division and School Information

Division and School Information	
School Year	2025-2026
Division Name	Fairfax County Public Schools
Division Superintendent	Dr. Michelle Reid
School Name	Fairfax County Adult High School
Grades Served	9-12
Principal Name	Dr. Michelle Morgan
Principal Email	mmorgan3@fcps.edu
Division Multi-Year School Support Plan Lead Name and Title	Stephanie Jerauld Executive Director, Office of School Support
Division Multi-Year School Support Plan Lead Email	sajerauld@fcps.edu

Table 3: Stakeholder Engagement

Stakeholder Engagement				
Stakeholder Representation	Name	Email	Organization, Department, or Office	Title
Division	Megan Vroman	mrvroman@fcps.edu	Chief of Schools Office	Chief of Schools
Division	Marie Lemmon Stephanie Jerauld Amy Miller Darin Thompson	MMLemmon@fcps.edu, sajerauld@fcps.edu ahmiller@fcps.edu dathompson2@fcps.edu	Department of School Improvement	Assistant Superintendent, Department of School Improvement and Supports Executive Director, School Improvement Director, Accreditation and Continuous Improvement Senior Administrator, Nontraditional School Programs
Division	Ellen Reilly Terri Edmunds-Heard	ereilly@fcps.edu tledmundshea@fcps.edu	Office of Instructional Services Department of Special Services	Assistant Superintendent, Instructional Services Assistant Superintendent, Department of Special Services

Division	Jen Glaser	jtglaser@fcps.edu	Office of Instructional Services	Director III, Counseling & College & Career Readiness
Division	Charles Hom	cphom@fcps.edu	Office of School Support	Senior Manager, School Support & On-Time Graduation
School Administration	Dr. Michelle Morgan Christine Spaulding Armond Bass Jack Jennison	mmorgan3@fcps.edu caspaulding@fcps.edu arbass@fcps.edu jmjennison@fcps.edu	Fairfax County Adult HS	Program Administrator Director of Student Services Assistant Administrator Assistant Administrator
School Instructional Staff	Carlina Gorgone Lisa Marik Michael Pettit Nicole Abba	cngorgone@fcps.edu lbmarik@fcps.edu mapettit@fcps.edu nbabba@fcps.edu	Fairfax County Adult HS	English Teacher ESOL Teacher Assessment Coach School Based Technology Specialist
External Partner	Eunice Torkornoo	etorkornoo@nvcc.edu	Northern Virginia Community College	Outreach & Recruitment Coordinator
External Partner	Kate Reen	kreen@nvfs.org	Northern Virginia Family Services	Director of Youth Initiatives

Table 6: Multi-year School Support Plan

<table>
<tr><th colspan="4">Multi-year School Support Plan Goals</th></tr>
<tr><td>3-Year Goal Statements</td><td colspan="3">By August 2028, the Federal Graduation Index will increase from from 16% to 67% or higher.

By Spring 2028, the FCAHS chronic absenteeism rate will decrease to 12% or less.</td></tr>
<tr><td>School Performance and Support Framework Alignment</td><td colspan="3">Graduation
https://www.doe.virginia.gov/state-board-data-funding/accreditation-accountability/school-performance-and-support-framework/framework-overview/high-school
Includes a cohort rate for high school students graduating with an advanced or standard high school diploma in four years.</td></tr>
<tr><td rowspan="4">Measurable Objectives</td><td>Measurable Objective Year 1
SY2025-26</td><td>Measurable Objective Year 2
SY2026-27</td><td>Measurable Objective Year
SY2027-28</td></tr>
<tr><td>By August 2026, the Federal Graduation Index will increase from 16% to 42% or higher.</td><td>By August 2027, the Federal Graduation Index will increase to 54% or higher.</td><td>By August 2028, the Federal Graduation Index will increase to 67% or higher.</td></tr>
<tr><td>Measurable Objective Year 1
SY2025-26</td><td>Measurable Objective Year 2
SY2026-27</td><td>Measurable Objective Year 3
SY2027-28</td></tr>
<tr><td>By June 2026, The FCAHS chronic absenteeism rate will decrease from 29.9% to 22%.</td><td>By June 2027, the FCAHS chronic absenteeism rate will decrease to 16% or less..</td><td>By June 2028, the FCAHS chronic absenteeism rate will decrease to 12% or less.</td></tr>
<tr><td>Evidence-Based Strategies</td><td colspan="3"><u>EBI #1</u>: Provide intensive, individualized support to students who have fallen off track and face significant challenges to success.
Students who are already off track, who have not responded to interventions already attempted related to attendance, behavior, and/or academic problems or who must overcome large personal obstacles are unlikely to graduate without more intense intervention. Regularly monitoring attendance, behavior, and/or academic data will help staff identify which students are chronically absent or have failed multiple courses, which students are not responding to interventions, and who are facing significant personal challenges. A trained adult advocate can help these students by providing individualized support to meet their academic, personal, and emotional needs. Preventing Dropout in Secondary Schools (WWC)</td></tr>
</table>

	EBI #2: **For schools with many at-risk students, create small, personalized communities to facilitate monitoring and support.** Schools with large numbers of at-risk students may struggle to provide students with the personalized attention and support described in Recommendations 1, 2, and 3. By grouping students into small communities of no more than a few hundred students,21 teachers and other school staff will have fewer students to monitor and manage, and will be better able to implement the other recommendations in this guide. In a small, personalized community, staff can check in with students more frequently, pay closer attention to their needs, form stronger and more meaningful relationships with them, and keep track of what troubles and motivates them.22 As students, teachers, and other school staff get to know one another throughout the year, students will feel more connected to the people in their school and develop a greater sense of belonging in the school community, which will help them persevere to graduation.https://ies.ed.gov/ncee/WWC/PracticeGuide/24 (WWC) **EBI #3: Assign adult advocates to students at risk of dropping out.** Personal and academic needs can be addressed through a meaningful and sustained personal relationship with a trained adult. The adult should be responsible for addressing academic and social needs, communicating with the families, and advocating for the student. The adult and student should have time to meet regularly. Training for adult advocates is essential. https://ies.ed.gov/ncee/WWC/PracticeGuide/9 (WWC) **EBI #4: Provide academic support and enrichment to improve academic performance.** Providing academic supports helps improve academic performance and reengage students in school. The panel suggests that this recommendation be implemented in conjunction with other recommendations in this practice guide. https://ies.ed.gov/ncee/WWC/PracticeGuide/9 (WWC)
Intended Outcomes	To systematically identify high-risk students using data monitoring and match them with a trained adult advocate who delivers tailored academic, emotional, and personal support to ensure graduation readiness. To maximize staff's capacity to precisely monitor student data, forge deep relational connections, and cultivate a meaningful sense of school belonging that drives students toward engagement leading to on-time graduation. To bridge critical gaps in student support by pairing at-risk youth with highly trained adult advocates who coordinate targeted academic interventions, foster sustained partnership, and champion students' success through consistent, structured mentorship.

	To systematically improve student achievement and revitalize school engagement by deploying targeted academic interventions and enrichment opportunities, integrated with comprehensive support systems to accelerate learning.
Lead Person	Principal Senior Administrator, Nontraditional School Programs
Team Members	Assistant Principals Director of Student Services Teachers Counselors Nontraditional Schools Staff Office of School Support Staff

Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Increase Access to Coursework Required for Graduation to Personalize Learning Environment and Adapt to Student Needs	Principal	Implement EdOptions Academy Courses (Fall 2025-August 2028) Train support staff and sustain program (Winter 2026-ongoing through August 2028) Monitor implementation, analyze student data and outcomes (Winter 2026-ongoing through August 2028)	Quarterly Project Momentum Meetings (SY 2025-26-SY 2027-28) Leadership check ins with Nontraditional School Program leaders and support staff.	Increased completion of required coursework. Decreased chronic absenteeism rates. Improved graduation outcomes.	Individual Student Licenses for coursework	CSI Grant

Establish a Tiered MTSS System of Intervention and Progress Monitoring	Director of Student Services	Establish and begin implementation (SY 2025-26) Reflect and refine processes (ongoing Spring 2026-August 2028)	Monthly schoolwide team meetings (March 2025-June 2028) Biweekly Site Intervention Team meetings (March 2025-June 2028)	Evidence of FGI Tracking tool progress monitoring completed on time increased graduation rate	N/A	N/A
Develop and Sustain a Mentor Program	Director of Student Services	Establish (Spring 2026) Train staff, identify mentors, sustain program (Spring 2026-ongoing through August 2028)	Monthly schoolwide team meetings	Site-based Academic Support Plan document monitoring mentors' connections with students Data analysis of impact of mentor program on student outcomes	N/A	N/A
Develop and Sustain Subschool Communities	Assistant Principals	Established at the beginning of each school year and re-evaluated during open enrollment periods. (Spring 2026-ongoing through August 2028)	Monthly	Site based Academic Support Plan document monitoring impact of small community approach on student outcomes. Evidence of data analysis, reflection and refined practices	N/A	N/A
Initiate Individualized	Principal	Establish (Spring 2026)	Weekly	Site based Academic Support	N/A	N/A

Student Support Plans		Sustain, reflect and refine processes (ongoing Spring 2026-August 2028) with a focus on the the beginning of each school year and during open enrollment periods.		Plan document monitoring Evidence of data analysis, reflection and refined practices		
Establish Belonging Activities Aligned to the MTSS Framework	Assistant Principals	Establish (Spring 2026) Sustain, reflect and refine processes (ongoing Spring 2026-August 2028) with a focus on the the beginning of each school year and during open enrollment periods	Monthly	Staff training schedules and participation records Student participation in activities	Activity and material fees	School funding

Table 7: Addressing Resource Inequities Plan

Addressing Resource Inequities Plan: Fiscal Resources			
3-Year Goal Statement	By Spring 2028, the school will implement a transparent and data-driven budget framework with clearly defined roles, aligned protocols, and monitoring systems to ensure fiscal resources are equitably allocated and evaluated for impact on student achievement and on-time graduation rates.		
Measurable Objectives	**Measurable Objective Year 1 SY2025-26**	**Measurable Objective Year 2 SY2026-27**	**Measurable Objective Year 3 SY2027-28**
	By Spring 2026, the school will develop and implement a standardized budget	By Spring 2027, 90% of school-based purchasing	By Spring 2028, the school will fully implement a transparent

	process that includes defined timelines, staff roles, purchasing protocols, and aligned expectations connected to school improvement priorities, with 100% of the administrative team and department chairs trained on the process.	requests and expenditures will demonstrate documented alignment to identified student needs, student achievement data, and school improvement goals through quarterly budget monitoring and review processes.	and data-driven budgeting framework with ongoing monitoring systems, resulting in 100% of fiscal allocations reviewed for equity, strategic alignment, and measurable impact on student achievement and wellness outcomes.
Strategy	Develop and implement a collaborative, data-driven budgeting framework that establishes clear timelines, defined roles, purchasing protocols, and quarterly monitoring processes aligned to SIIP priorities, student achievement data, and on-time graduation rates. The strategy includes staff training, regular review cycles, and shared decision-making structures to ensure equitable and strategic allocation of fiscal resources.		
Intended Outcomes	Fiscal decisions will become more transparent, consistent, and aligned to student needs and school improvement priorities. Staff will have increased clarity and capacity regarding budgeting expectations and processes. Resources will be more equitably distributed to support targeted academic and on-time graduation interventions, resulting in improved access to supports, stronger implementation of school improvement initiatives, and increased student achievement and on-time graduation rates.		
Lead Person	Principal Senior Administrator, Nontraditional School Programs		
Team Members	Director of Student Services Finance Technician Assistant Principals Instructional Leads Teachers Nontraditional Schools Staff		

Action Step	Process Owner	Time Frame.	Progress Checks	Measures of Success	Cost Elements	Funding Source
Develop a standardized school budgeting framework that includes timelines, staff roles,	Principal	Dec 2025 - June 2028	Monthly leadership team framework establishment and cycle of analysis and refinement	Finalize and distribute the standardized budgeting framework to all staff for immediate	NA	NA

purchasing procedures, approval processes, and alignment expectations connected to SIIP priorities			(Dec 2025 - June 2028)	school-wide implementation (September 2026)		
Provide training for staff on strategic, data-driven budgeting practices and purchasing protocols	Finance Technician	Development and implementation: (May-August 2026) Expanded Training: (July/August 2026-Spring 2028)	Audits of finances and budget allotments/alignment with improvement goals (July/August 2026-Spring 2028)	Achieve 100% training completion -100% of initial submissions meet all standardized protocol requirements.	N/a	N/A
Establish quarterly budget monitoring meetings to review expenditures, alignment to school improvement priorities, student achievement and on-time graduation data.	Finance Technician	September 2026–Spring 2028	Quarterly meeting review findings and follow up action steps (September 2026–June 2028) Reflection on implementation and success of action steps. (ongoing)	100% completion of scheduled quarterly budget reviews, evidenced by a centralized log of formal adjustments and leadership-approved recommendations. Evidence of budget aligned with priorities for school improvement Evidence of improved student outcomes aligned to allocated resources.	NA	NA

Decision-making protocol that requires documented justification connecting purchases to student data, identified needs, and school improvement goals.	Finance Technician	Develop protocol (May - July 2026) Implement protocol, reflect on impact, refine processes (August 2026-June 2028)	When approving instructional purchases,the leadership team will require justification tied to school improvement and CSI identified areas of improvement.	90% or more of purchasing requests include documented alignment to school improvement goals and student needs.	NA	NA
Annual reviews of fiscal allocations and program impact to evaluate effectiveness, equity, and alignment to student outcomes.	Principal Senior Administrator, Nontraditional School Programs	Mid year and end-of-year (Nov. 2026 – May 2028)	Fiscal Allocation Review - all spend-down reports submitted and reviewed 2x/year. (Nov 2026-May 2028)	Bi-annual budget reports verify that 100% of funding allocations correspond to student need-based metrics, with a documented correlative increase in achievement and progress towards graduation..	N/A	N/A

Addressing Resource Inequities Plan: Instructional Resources and Opportunities

3-Year Goal Statement	By June 2028, Fairfax Adult HS will earn 80% or more of available Mastery points as measured by the VDOE School Performance and Support Framework (SPSF).

	Mastery *incorporates all student Standards of Learning test results. It awards additional credit for students who reach advanced levels and partial credit for students who do not yet meet grade-level standards.* *https://www.doe.virginia.gov/state-board-data-funding/accreditation-accountability/school-performance-and-support-framework/framework-overview/high-school*		
Measurable Objectives	**Measurable Objective Year 1 SY2025-26**	**Measurable Objective Year 2 SY2026-27**	**Measurable Objective Year 3 SY2027-28**
	By June 2026, Fairfax County Adult HS will earn 25% or more out of a possible 50% SPSF Mastery score.	By August 2028, Fairfax County Adult HS will earn 33% or more of a possible 50% on the SPSF Mastery score.	By August 2028, Fairfax County Adult HS will earn 40% or more of a possible 50% on the SPSF Mastery score.
Strategy	Provide an alternative and or hybrid approach to in-person instruction to increase student access to over 500 core, AP®, CTE, and NCAA®-approved courses, taught by certified educators who specialize in virtual instruction, aligned to state standards and provide flexibility to adult students. Provide intensive, individualized and sustained support to students who have fallen off track and face significant challenges to success, prevent students from dropping out of school, and provide a responsive approach offering greater flexibility to support their on time graduation.		
Intended Outcomes .	This framework leverages an asynchronous-first, synchronous-supported design with student access to high-quality, accredited coursework online, with physical and/or virtual supports from school-based staff. When paired with the goals outlined in the Multi-Year School Support Plan, will lead to decreased chronic absenteeism rates, increased student engagement, decreased numbers of students dropping out, and improved graduation outcomes.		
Lead Person	Principal Senior Administrator, Nontraditional School Programs		
Team Members	Director of Student Services Assistant Principals		

			Instructional Leads Teachers Nontraditional Schools Staff			
Action Step	**Process Owner**.	**Time Frame**	**Progress Checks**	**Measures of Success**	**Cost Elements**	**Funding Source**
Evaluate, select, and procure an online learning platform specifically aligned with Virginia Standards of Learning to provide targeted, self-paced instruction and support.	Senior Administrator, Nontraditional School Programs	Fall 2025/Spring 2026	Division leaders will identify platform(s), engage in the procurement process, secure licenses and provide student access..	Successful launch in Fall2025/Spring 2026 of implementation of identified online learning platform. End of year analysis of courses completed and impact on student outcomes.	Purchase of online learning platform	CSI Grant
Maintain and improve in-person and hybrid instruction.	Principal Senior Administrator, Nontraditional School Programs	Fall 2025-August 2028	CT and classroom observations 2x/month (October 2025 through June 2028) Quarterly Project Momentum Meetings To analyze student data including grades, assessment outcomes, verified credits earned, GED status, conduct classroom	Evidence of consistent teacher practices across classrooms that align with professional development provided. Student outcome data on common assessments.	Hourly teacher funding outside of contract for content curriculum planning.	School funds and/or CSI funds (if needed)

			observations, provide feedback, and determine action steps.			
Engage Teachers in Student Centered Coaching Cycles	Administrative team Office of School Support (OSS) staff	Phase 1: Coaching cycles for each core content teacher 2025-2026 Phase 2: 1-2 coaching cycles for each core content teacher, with a focus on teachers new to Fairfax County Adult HS (SY 2026-2027) Engage school-based instructional leaders and build capacity to lead to a gradual release (SY 2026-2027) Phase 3: Refine practices, engage school-based instructional leaders and build internal capacity. Coaching cycles as needed for specific teachers, sustain practices (SY 2027-28)	Classroom observations and feedback to teachers 2x/month beginning October 2025 through June 2028. Student assessment data	Student outcomes on common assessments based on student-centered coaching goals. SOL outcomes Decreased dropout rate Increased FGI Improved teacher practice, as evidenced in documentation from classroom observations and process notes provided by observer(s).	N/A	N/A

Train staff to analyze student work, identify available resources, and modify classroom instruction to meet the needs of diverse learners. Develop a plan to support students with targeted reading intervention.	Director of Student Services Senior Administrator, Nontraditional School Programs	Establish (Spring 2026) Sustain, reflect and refine processes (ongoing Spring 2026-August 2028) with a focus on the the beginning of each school year and during open enrollment periods	Semester Assessment Staff Presentation Biweekly CT Meetings	Biweekly CT Meetings Reflections & Data Dialogues State assessment outcomes	Hourly teacher funding outside of contract for content curriculum planning and//or professional development. Reading Intervention Programs	School funds and/or CSI funds (if needed)
Train students on how to utilize available online platforms and resources and monitor progress	Director of Student Services Senior Administrator, Nontraditional School Programs	Annually, beginning Fall 2026 – End of School Year 2028	Monthly Student Progress Reporting Semester Assessment Team Review	Student Reflection Survey State assessment outcomes	Staff time (site-based staffing)	Local funding
Implement Goals Outlined in the Multi-Year School Support Plan including Individualized Student Plans, MTSS Structure, Mentor Program, and Small Learning Communities	Principal Senior Administrator, Nontraditional School Programs	Establish and begin implementation (SY 2025-26) Reflect and refine processes (ongoing Spring 2026-August 2028)				