

Bryant Achievement, Integrity, and Maturity (AIM)

Overview

The Achievement, Integrity, and Maturity (AIM) program exclusively serves students in grades 7-12 who have been referred by the Hearings Office, the School Board, or an individualized education program team following a discipline hearing due to serious violations of the code of conduct outlined in the *Student Rights and Responsibilities* document (Regulation 2601). The program's culture, climate, and instructional practices embody the attributes of achievement, integrity, and maturity by:

- using a blended model of instruction aligned with Virginia Standards of Learning requirements to complete course requirements for promotion or graduation
- personalizing instruction to meet the needs of each student (integrating differentiated curricula and teaching strategies that include critical thinking skills and problem-solving skills)
- building positive relationships with the students while maintaining high expectations for all students
- integrating the essential values and ethics of our community and respecting ourselves and others as diverse members of society
- modeling and encouraging honest, self-reflection to enhance self-growth
- integrating a Multi-Tiered Systems of Support (MTSS) to minimize or eliminate barriers and improve student outcomes by designing equitable, tiered, universally designed systems of support that address each student's academic, behavioral, and social-emotional needs in ways that are culturally sustaining
- using diversified student data to make data-driven decisions for each student learner
- promoting social-emotional wellness through a culture of shared responsibility and collaboration among staff members and parents
- utilizing Positive Behavioral Interventions and Supports (PBIS) as the framework to set clear expectations for student behavior
- developing classroom management plans using restorative justice practices and PBIS as components of the MTSS framework to establish a positive culture and climate that provide equitable opportunities for learning
- recognizing and celebrating student success

Program Setting, Schedule, and Staff:

The Bryant AIM program is located on the Bryant High School campus. The program is conducted in a small setting to ensure student safety and to foster strong relationships to enhance student engagement and ultimately to improve academic achievement. Students have the opportunity to return to a comprehensive school setting or another nontraditional school program by maintaining good attendance, exhibiting appropriate behavior, modeling good citizenship in the community, and earning satisfactory grades.

To increase program capacity for the maximum number of students, while maintaining a safe and secure learning environment, the AIM program operates two 3.25-hour sessions daily on a 4x4 semester schedule. Multiple sessions allow for separate sessions for students who may have been involved in the same incident or to separate younger students and female students from older male students. Each student participates in one session on-site and is expected to work independently for an additional three and a quarter hours at home. The self-paced nature

of the AIM program and flexible schedule affords students the time needed to learn academic material, allows some students to accelerate in their course work or, if necessary, allows others to recover credits. Each student will be provided an FCPS-issued laptop to access dynamic resources and participate in learning tailored to the student's individual needs. Individualized scheduling based on student need is always considered.

Bryant AIM is staffed with five teachers, including a lead teacher and a special education teacher. English Learners (ELs) are supported by an itinerant English for Speakers of Other Languages teacher on a regularly scheduled basis.

Program Curriculum and Academic Progression:

Bryant AIM utilizes digital curriculum as the framework for daily instruction, coupled with supplemental materials which enhance the learning experience. The digital curriculum allows students to access the curriculum 24 hours a day, seven days a week. Differentiated curricula and teaching strategies which stress critical thinking skills and problem solving are integrated with the digital curriculum resulting in a blended learning delivery of academic course offerings. The sequence of courses in each of the disciplines provides a continuous and balanced academic program. The rapid development of technology demands that students increase their technical knowledge and skills to be productive citizens now and in their future professions. Bryant AIM has an ongoing commitment to incorporate interactive technology in its classrooms bringing a wide variety of digital tools into the learning process including tablets, e-readers, and numerous interactive apps to garner student attention and enhance learning.

Each student's academic needs are reviewed to maintain progress toward graduation. Each student, working with program staff, sets goals and course schedules to allow the student to progress academically. Each student is encouraged to pursue three or four courses at a time, with a total of six to eight credits upon completion of the school year.

If circumstances warrant (that is, the student is significantly over age for his or her current grade level), the option of enrolling in an ISAEP (Individual Student Alternative Education Plan) program may be considered, contingent upon Hearings Office approval. The ISAEP program provides an opportunity for eligible Fairfax County Public School (FCPS) students aged 16 or older to take the high school equivalency test, specifically known as the GED® test, at an earlier age and receive career education instruction. All students will also learn skills that will improve their workplace behavior.

Bryant AIM students respond well to the structure of the program and the respectful, encouraging relationships they form with AIM teachers, and successfully meet high expectations for behavior and self-control. Many students experience academic success for the first time in their school careers while attending the AIM program: improved grades, successful completion of Standards of Learning end-of-course tests, as well as other diploma requirements. These successes are recognized and celebrated. Past graduates of the program have enrolled in college, enlisted in the military, or garnered full-time employment. Graduates maintain contact with the teachers in the program relying on the strong relationship they have developed with a trusted adult to communicate celebrations or challenges.

Demographics:

During the 2022-23 school year, 40 students received instruction in the Bryant AIM program.

- Minority (non-white), 95 percent
- Eligible for special education services, 22 percent

- English Learners (1-4), 45 percent
- Male, 87 percent

Over the course of SY 2022-23, the AIM team collectively reviewed the program's vision, mission, goals/objectives, and beliefs to guide program problem-solving and the planning process, and to help identify and organize structures and resources that will lead to increased student achievement.

Based on the initial review and discussions Bryant AIM will provide opportunities for AIM educators to increase their knowledge and skills in the following areas:

- **Program Improvement:** Educators will increase knowledge of the program improvement process by participating in evidence-based professional learning, reviewing, and evaluating program structure and goals, diagnosing student learning based on formative and summative data, designing student profiles and student goal-setting opportunities, reviewing stakeholder feedback and surveys, and participating in performance assessment reviews.
- **Student Performance, Achievement, & Progress Monitoring:** Educators will increase their understanding of multiple assessment measures and how to effectively use student data provided to improve instructional design, implementation, and, ultimately, student achievement.
- **Communication and Coaching:** Educators will engage in professional learning sessions targeting the root of relationships – conversation. This individual learning and reflection will enable staff to strengthen or deepen relationships; understand people who are different from themselves; understand opposite views and philosophies; and recognize that we have more commonalities than we have differences.

AIM Bryant educators recognize equity means every student, regardless of socioeconomic difference, background, physical restrictions, or any other attribute associated with inequities, has the access, support, and opportunities needed to be successful. Each process and outcome goals outlined in this document serve as a component to AIM Bryant's future focus of student access and equity. Each provides a structure for visioning, planning, and implementing authentic student-centered learning and achievement for ALL students.

Outcome Goals:

Data Narrative:

Goal 1: In SY2022-23, eighty percent (80%) of students enrolled and attending for 45 days or more will demonstrate effective communication skills with peers^[HB1] and teachers that promote a safe and positive environment in which students are responsible and self-evaluating.

In SY2022-23, eighty-three percent (83.3%) of students attending for 45 days or more demonstrated effective communication skills with peers and teachers that promote a safe and positive environment in which students are responsible and self-evaluating.

Goal 2: In SY2022-23, students will engage in an interdisciplinary performance-based activity that specifically addresses the Portrait of a Graduate (POG) attribute of creative and critical thinking. Seventy-five percent (75%) of students attending 45 days or more will demonstrate growth on their grade level appropriate Creative and Critical Thinking Self-Assessment using the POG Presentations of Learning Rubric.

In SY 2022-23, one hundred percent (100%) of students attending 45 days or more demonstrated growth on their grade-level appropriate Creative and Critical Thinking Self-Assessment using the POG Presentations Learning Rubric.

Goal 3: In SY2022-23, students enrolling at AIM with an interruption in schooling of ISS or OSS or detention of 10 days or more will have a transition learning plan developed for core courses based on the information provided by the student's base-school teachers.

In SY 2022-23, one hundred percent (100%) of students enrolling at AIM with an interruption in schooling had a transition learning plan developed for core courses.

AIM BRYANT SY 2023-2024 Program Goals

Goal 1: In SY2023-24, eighty-five percent (85%) of students enrolled and attending AIM Bryant for 45 days or more will develop and improve self-awareness and self-management skills to be successful in school and life.

Targeted Social/Emotional Competencies:

Student Self-Awareness: The ability to accurately recognize one's emotions and thoughts and their influence on behavior.

Student Self-management: The ability to regulate one's emotions, thoughts, and behaviors effectively in different situations.

Social awareness: The ability to take perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school and community resources/supports.

Relationship Skills: The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups.

Responsible Decision-making: The ability to make constructive and respectful choices about personal behaviors and social interactions based on consideration of ethical standards, safety concerns, social norms, and the consequences of various actions, and the well-being of self and others.

Goal 2: In SY2023-24 eighty-five percent (85%) of students enrolled and attending AIM Bryant for 45 days or more will demonstrate effective communication skills with students and teachers that promote a safe and positive environment in which students are responsible and self-evaluating.

Targeted Communication Competencies:

- *Effective listening*
- *Building emotional connections*
- *Asking questions effectively*
- *Establishing trust*
- *Praising others effectively*
- *Controlling emotions effectively*
- *Treating others as equals*
- *Finding common ground with other people*
- *Being fully present with other people*
- *Redirecting destructive conversations*
- *Working collaboratively with others*

Goal 3: *In SY2022-23, students enrolling at AIM with an interruption in schooling of ISS or OSS or detention of 10 days or more will have a transition learning plan developed for core courses based on the information provided by the student's base-school teachers.*

Eligible Students

The following students enrolled at AIM with an interruption in schooling of 10 days or more initiating the development of a transition learning plan for core courses:

Elements of Transition Plan

Academic Course Preparation / Progression

- Course enrollment (Transcripts, Report Cards, FCPS Staff)
- Curricular concept(s) / skill proficiency at prior location (FCPS Staff, Student, Student Grades, Assessments)
- Curricular scope & sequence at prior location (FCPS Staff; Student)
- Reading and math skills / competencies (NWEA MAP)
- Instructional strategies utilized / embraced by student (FCPS Staff; Student, Parent/Guardian)

Vocational Course(s) and Objective(s)

- Course enrollment (Transcripts, Report Cards, FCPS Staff)
- Curricular concept(s) / skill proficiency at prior location (FCPS Staff, Student, Student Grades, Assessments)
- Curricular scope & sequence at prior location (FCPS Staff; Student)

Community / Social Interactions and Objectives

- Social / community objectives (FCPS Staff, Student, IEP, 504, etc.)
- Student interactions (FCPS Staff, disciplinary records, IEP, 504, etc.)
- Extracurricular activities (FCPS Staff, Student, Parent/Guardian)
- Employment / volunteer activities (FCPS Staff, Student, Parent/Guardian)
- Student interests (Student, Parent/Guardian)

Behavioral / Emotional Plans and Objectives

- Social / community objectives (FCPS Staff, Student, IEP, 504, etc.)
- Student interactions (FCPS Staff, disciplinary records, IEP, 504, etc.)
- Extracurricular activities (FCPS Staff, Student, Parent/Guardian)

- Student interests (Student, Parent/Guardian)