

ACCOUNTABILITY PROTOCOL PROJECT TEMPLATE

The Accountability Protocol Project (APP) will demonstrate your ability to identify a data-informed problem of practice at your internship site, making data-driven decisions by setting goals and developing effective strategies to improve the problem of practice through training and professional development. The multiple activities of the APP are scaffolded, building upon one another. Each activity is to relate to all the others. Below are the various activities that make up the project.

- A formal and acceptable paragraph is a minimum of five (5) full sentences. Please type your answer following each posed question. Remove any automatic numbers when you insert your answer into the template.
- All links/attachments provided by the student must be functioning links and/or accessible attachments. Please clearly label your attachments (e.g., Part 1_Quantitative Data).
- This project is required to be completed using this template with submission on Canvas and on CORE, along with all applicable attachments.
- Refer to the Accountability Protocol Project Instructions for the Project Rubric.

PART 1: Data Collection, Data Analysis, and Guiding Question: In collaboration with the onsite mentor, school leadership, and faculty members, interns will demonstrate the capacity to develop and lead improvement processes through the use of data by designing a measurable guiding question and at least one goal that addresses a problem of practice at the internship site. The goal is to be aligned with current school-improvement processes (NELP 1.2).

(a) Quantitative and Qualitative Data Collection and Analysis

- 1) The quantitative data for this project focused on incoming ninth-grade student participation in freshman transition opportunities at Archbishop Wood High School. In consultation with Dr. Nobels and the administrative team, I reviewed summary participation records connected to major transition events and admissions-facing opportunities for future Vikings. The incoming freshman class was approximately 213 students. Of those students, 128, or about 60%, participated in at least one major transition-related opportunity before the school year began. These opportunities included Future Viking Night and other accepted-student activities designed to introduce students and families to the school community.
The data showed that Archbishop Wood already has a solid foundation for welcoming incoming students, but it also revealed a clear area for growth. While a 60% participation rate reflects meaningful engagement, it still leaves 85 students, or roughly 40% of the freshman class, with limited or no documented involvement in early transition supports. That matters because the freshman transition period often shapes student confidence, school connection, and readiness for high school expectations. For that reason, participation data provided a practical and measurable way to identify a problem of practice. Based on this review, a reasonable and achievable improvement target would be to increase participation in freshman transition supports from 60% to 75% over the next cycle through a more coordinated transition support plan.
- 2) Qualitative data was gathered through interviews with Dr. Nobels, Mrs. Ellis, and Mr. Slutz. Across those conversations, the strongest theme was that Archbishop Wood already has a welcoming and community-oriented culture, but freshman transition is most effective when it includes clear communication and intentional follow-through. Dr. Nobels emphasized the importance of helping students and

families feel connected before the first day of school. Mrs. Ellis noted that while some freshmen adjust quickly, others need more support with routines, confidence, and the shift into a high school setting. Mr. Slutz added that the academic transition can be challenging because freshmen are stepping into greater responsibility with course planning and more accountability.

These interviews helped sharpen the focus of the project by moving the issue beyond event attendance alone. The concern was not only whether students attended Future Viking Night or another admissions event, but whether they were entering Archbishop Wood with a strong enough sense of connection, readiness, and belonging to begin ninth grade successfully. The feedback consistently pointed to the need for a more intentional freshman transition support plan that connects community-building, communication, and academic expectations into one coordinated process.

[Upcoming Events – Admissions – Archbishop Wood High School 020229-7d5dd14f-e6b3-4a8c-982f-6e26d68b7b7d.pdf](https://www.archbishopwood.org/020229-7d5dd14f-e6b3-4a8c-982f-6e26d68b7b7d.pdf)

(b) Identify a Problem of Practice and Develop a Guiding Question

- 1) How can Archbishop Wood High School strengthen its freshman transition support plan to increase incoming ninth-grade student participation in transition-related opportunities from 60% to 75% and improve students' academic and social adjustment during the first semester of high school?
- 2) This guiding question is measurable, data-driven, and aligned with the needs of the school. The participation data showed that 40% of incoming freshmen were not engaging in major transition-related opportunities before the school year, while the interview data helped explain why that gap matters. Leadership feedback suggested that freshmen benefit from earlier exposure to school expectations and more intentional structures that help students feel connected before problems begin to surface. Because of that, the guiding question is grounded in both quantitative and qualitative evidence rather than a vague concern, and it is tied to a specific and realistic improvement target. The question also aligns with the mission and current improvement efforts already present at Archbishop Wood. As a private Catholic school, Archbishop Wood places strong emphasis on community and whole-student development. A stronger freshman transition process supports those priorities by helping students enter the school academically informed, socially supported, and better connected to the culture of the school. It also aligns with the school's broader focus on family communication and on helping students grow both inside and outside the classroom.
- 3) Successful implementation of the guiding question will be evaluated through multiple data points. The most direct measure will be whether participation in transition-related opportunities increases from 60% to 75%. Additional measures will include stakeholder survey data, faculty feedback on freshman adjustment, and student or family perception data collected after the transition cycle. Together, these measures will help determine whether the project improved not only attendance at events but also the quality and effectiveness of the transition process itself. The evaluation plan also includes reviewing first-semester adjustment indicators that can reflect how well the transition supports are working. These may include early teacher feedback, student participation in school life, family responsiveness, and other support data from administration or counseling. The goal is to look beyond one event and determine whether the transition system helped students begin ninth grade with greater clarity and readiness.

(c) Goal Setting

- 1) Strategic Goal: Archbishop Wood High School will develop and implement a coordinated freshman transition support plan that strengthens communication to increase student participation in transition opportunities and better supports incoming ninth-grade students academically, socially, and spiritually.
Tactical Goal: By the start of the first semester, participation in freshman transition-related opportunities will increase from 60% to 75%, as measured by attendance records, family response data, and student engagement in accepted-student and future Viking programming
- 2) These goals align directly with the guiding question because they address both the system and the outcome. The strategic goal focuses on creating a clearer and more intentional transition process, while the tactical goal establishes a measurable participation target that can be tracked over time. This matters because the problem was not simply low engagement in a single event, but rather the need for a stronger overall structure so that more students and families could connect with the school before ninth grade began. In that way, the goals are specific enough to measure, yet broad enough to support continued growth. They also give the school a clear direction for improvement by moving beyond the assumption that students will naturally connect over time and instead calling for intentional communication, purposeful event design, and follow-up support. This creates a process that the administrative team and faculty can implement, review, and refine as needed.
- 3) The guiding question and goals align with current improvement processes at Archbishop Wood because they build on practices the school already values, including student support to drive family connection while ensuring academic readiness that offers community-building opportunities for accepted students. Rather than replacing what is already working, this project brings those efforts together more intentionally around one critical entry point, the transition into ninth grade. That alignment is important from a systems perspective as well, because freshman transition touches multiple areas of the school that influence overall school culture. For that reason, it serves as a meaningful area for improvement by connecting several existing priorities into one focused initiative while also creating a clearer accountability structure that supports the broader mission of the school.

PART 2: Accountability Protocol: In collaboration with the onsite mentor, school leadership, and faculty members, interns will demonstrate the capacity to evaluate, develop, and implement a system of supervision, support, and evaluation designed to promote school improvement and student success (NELP 7.4).

(a) Evaluation of District Policies and Instructional Expectations

- 1) The policies and instructional expectations related to this project are grounded in Archbishop Wood's identity as a private Catholic high school that values student growth, community, accountability, and family partnership. Based on the student handbook and admissions communication, the school already establishes clear expectations for academic conduct, student behavior, family involvement, and student support, which makes freshman transition more than just an admissions matter. It directly shapes how well students and families understand the school's expectations before the academic year begins. A stronger transition support plan would help incoming ninth-grade students enter high school with a clearer understanding of routines, responsibilities, academic expectations, and available supports. This project also aligns instructionally with the reality that freshmen are entering a more rigorous and independent academic environment where they are expected to manage coursework, communicate appropriately, and take greater personal responsibility. While those expectations are appropriate, students are more likely to meet them successfully when they are introduced through intentional and well-structured transition supports. For that reason, the accountability protocol supports both student adjustment and instructional

readiness.

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- 2) Teacher supervision, support and evaluation processes at Archbishop Wood connect to this project because freshmen experience the school not only through events, but through the consistency and clarity of adult expectations once the year begins. Although my internship schedule limited my access to formal classroom observations, I was able to observe the school's broader communication and support culture through parent-teacher conferences, school events, enrollment and course-selection presentations, and faculty-led interactions with students and families. Those settings made it clear that staff play an important role in helping students and families understand expectations and feel connected to the school community. In relation to the guiding question, teacher support is less about formal evaluation in isolation and more about consistent transition practices. Teachers who work with freshmen must help students adjust to high school expectations quickly and clearly. That means the accountability protocol should include attention to how staff communicate expectations, identify adjustment concerns and connect students to support systems when needed.

(b) Plan for the Assessment and Improvement of Teacher Performance

- 1) Teacher performance in relation to this project will be assessed through three practical measures: faculty perception feedback, transition-support walkthrough or check-in notes from administration, and anecdotal patterns connected to freshman adjustment. Faculty feedback will help identify whether incoming students appear more prepared and informed. Administrative check-in notes can capture how clearly expectations are being presented to freshmen and families. Anecdotal reports can identify repeated areas of confusion or adjustment that may point back to transition gaps. These measures align with school expectations because they focus on student support, with attention to clarity and consistency rather than compliance.

The feedback process will be actionable and improvement-oriented. Teachers and staff involved with freshmen will receive concise summaries of patterns that emerge, along with recommendations tied to communication and student support. For example, if students appear unclear about routines or academic expectations, feedback can focus on frontloading those expectations earlier. If families appear uncertain about support systems, communication strategies can be adjusted. In that sense, the assessment process is directly linked to the project goal and supports instructional improvement through targeted feedback rather than broad critique.

- 2) Plans to ensure teacher growth will center on shared reflection that supports practical reinforcement and distributed leadership among all stakeholders. Staff who work closely with freshmen will have opportunities to reflect on where students seem most prepared and where they seem most uncertain. That reflection can then inform adjustments to orientation materials to aid in early classroom communication and family-reinforced resources. The goal is not to add unnecessary layers of supervision, but to help staff see transition support as a shared process that can be improved with clearer structures and more consistent messaging.

Teacher growth will also be supported by identifying staff strengths and using those strengths to build capacity. Faculty members who naturally connect well with freshmen or communicate effectively with families can help shape future transition practices. This creates a more collaborative and sustainable approach to improvement.

(c) Plan for the Assessment and Improvement of Student Outcomes

- 1) Student development in this project will be assessed through participation rates in transition-related opportunities, student survey responses, family responsiveness, and faculty feedback on freshman adjustment. These measures were selected because the project's goal is to improve how students enter the school, not simply to count attendance at events. Participation provides a direct quantitative

measure, while student and faculty feedback helps determine whether the transition supports were meaningful and whether students appeared more prepared and connected as they entered ninth grade.

- 2) Progress will be evaluated by comparing the baseline participation rate of 60% to the post-implementation participation rate, with a target of 75%. Additional progress monitoring will include reviewing stakeholder survey data and collecting early first-semester adjustment feedback from faculty and administration. If more students are participating and fewer early transition concerns are emerging, that would suggest the support plan is functioning as intended. Progress will therefore be reviewed through both numbers and lived outcomes.
- 3) Plans for increasing student achievement are grounded in the belief that stronger transitions lead to greater readiness. When freshmen enter high school better informed and feel more connected they are more likely to engage positively in classes, seek support, and participate in the life of the school. The project does not assume that one transition event alone will improve achievement. Instead, it recognizes that better early support creates more conducive learning conditions. For that reason, this project treats transition support as both an academic and a school culture issue.

PART 3: Training and Professional Development: In collaboration with the onsite mentor, school leadership, and faculty members, interns will implement a training and professional development plan designed to promote reflection, cultural responsiveness, distributed leadership, digital literacy, school improvement, and student success (NELP 7.3).

(a) Planning for Professional Development

- 1) The professional development plan for this project aligns with data about the guiding question and goals because staff play a central role in how freshmen experience the school. The data showed that only 60% of incoming freshmen participated in major transition opportunities, and the qualitative interviews suggested that more intentional communication and support are needed. Because of that, professional development for this project will focus on helping staff understand the transition goals, identify the needs of incoming freshmen, and contribute to a more coordinated process. The plan is directly tied to the improvement target of raising participation to 75% and strengthening early student adjustment.
- 2) The professional capacity of the staff at Archbishop Wood appears strong. Through parent-teacher conferences, school events, enrollment programming, and interactions with administration, I observed a culture where adults are invested in students and work well together. Leadership also appears collaborative, focusing collectively on a shared vision while encouraging others to be mission-driven. Those strengths support this project because the school does not need to be convinced to care about freshmen. The larger need is to make the transition process more structured and more visible. In that sense, leadership capacity and positive management practices are already in place, and those existing strengths can help move the improvement process forward more efficiently.
- 3) This professional development plan will promote teacher self-reflection by encouraging staff to think more intentionally about how incoming freshmen experience the school during the first weeks and months of ninth grade. Teachers will be asked to consider whether expectations are being communicated clearly, whether students feel comfortable asking for help and what barriers may still make the transition difficult for some students. This reflection is important because freshman adjustment is not the same for every student, and assumptions can often overlook students who may be struggling quietly. By taking time to reflect on student experience, staff can better identify where support systems are working well and where they may need to be strengthened.

- 4) The professional development plan will promote cultural responsiveness by recognizing that incoming freshmen arrive with different academic backgrounds, family experiences, and prior school structures. Some students may enter high school already comfortable navigating expectations, while others may need more explicit guidance and reassurance. A culturally responsive transition plan does not assume one approach works for every student. Instead, it helps staff think more carefully about how effective communication can support students, and relationship-building may need to be adjusted so all students can access the school community successfully.
- 5) This project also creates opportunities to identify and engage staff in leadership roles. Teachers and staff who naturally support freshmen well and communicate clearly with families can help lead parts of the transition process. They can contribute to event planning and communication design plans, while adding staff reflection activities. This distributed leadership approach matters because it builds sustainability into the project. The transition process becomes stronger when it is shared across people and not dependent on only one administrator or one event.
- 6) Digital technology will be used in ethical and appropriate ways to support professional learning and project implementation. Shared planning documents via digital communication tools, such as Microsoft Forms surveys, can help organize data collection, make it easier to gather staff feedback, and improve communication with families. These tools will be used in ways that respect school policy and procedure, ensuring to protect student privacy, and keeping the focus on professional improvement.

(b) Professional Development Implementation

1)

- Review freshman participation baseline data with administration and involved staff.
- Share interview themes and identify current strengths and gaps in the freshman transition process.
- Facilitate a staff discussion on what incoming freshmen need academically, socially, and emotionally.
- Develop a common transition support checklist or communication timeline for future Vikings and their families.
- Use a digital survey to gather stakeholder feedback on the usefulness of the transition plan.
- Review results and refine the plan for the next transition cycle.

2)

Date	Time	Location	Activity	Participants
June 10	10:00–11:00 a.m.	Conference Room	Review baseline data and project goals	Administration
June 18	1:00–2:00 p.m.	Faculty Room	Discuss freshman transition needs	Freshman faculty/admin
July 9	9:00–10:30 a.m.	Conference Room	Develop communication	Admin and teacher leaders

				and support checklist		
	August 7	11:00–12:00 p.m.	Faculty Room	Staff reflection and readiness planning	Faculty/staff	
	September 20	2:30–3:15 p.m.	Conference Room	Review participation and early adjustment data	Admin and faculty reps	

PART 4: Implementation of Accountability Project: In collaboration with the onsite mentor, school leadership, and faculty members, interns will implement the accountability protocol project at the site, developing and engaging staff in a professional culture designed to promote school improvement, teacher retention, and the success and well-being of each student and adult in the school (NELP 7.2).

(a) Implementation Details

- 1) The accountability project was implemented in collaboration with Dr. Nobels, Mrs. Ellis, and Mr. Slutz with the goal of strengthening freshman transition support at Archbishop Wood High School. Rather than creating an entirely new program, the project focused on making existing supports more intentional by integrating event participation and early student adjustment into a clearer, more unified process. Since Archbishop Wood already provides opportunities such as Future Viking Night and other accepted-student programming, the work was designed to build from those strengths instead of replacing them. In many ways, the central shift was moving from isolated transition events to a more ongoing support system for incoming freshmen.
One of the greatest strengths of the project was that it fit naturally within the culture of Archbishop Wood. The school already demonstrates a strong sense of community, and the administrative team works in a collaborative and student-centered way, which made it easier to present the project as improvement work rather than criticism of current practices. At the same time, there were limitations in the implementation process. Due to scheduling constraints, I was not able to sit in on formal student-support meetings or conduct as many school-day observations as I would have preferred. My internship experience instead included after-school events such as prom, school plays, the junior ring ceremony, Science National Honor Society awards, parent-teacher conferences, and a course enrollment presentation led by Mr. Slutz. Even with those limitations, these experiences still gave me meaningful insight into the school's culture and the ways leadership supports students and families with genuine communication practices.
- 2) The project impacted teachers by giving more structure to an area that often depends on informal effort. Teachers already support freshmen in many ways, but a more intentional transition plan helps them work from common expectations and clearer communication. That can reduce confusion for both students and staff. It also promotes teacher engagement because it frames freshman support as a shared school responsibility rather than something left only to admissions or administration. When staff understand how their role fits into the larger process, their work becomes more connected and sustainable.
- 3) In a school community like Archbishop Wood, transition support is about more than logistics alone, but shifting the focus to the students. It is also about helping students and families feel welcomed into the culture of the school. By creating clearer structures for communication and support, the project aimed to reduce barriers for incoming students who may enter with varying levels of comfort or

prior preparation for success at Archbishop Wood. That kind of intentionality contributes to a more positive and inclusive environment for the school community.

- 4) Relationships, trust, and well-being were vital and the centerpiece of this project's implementation. A transition plan only works if students and families trust that the school is prepared to support them and if staff trust one another enough to work together around shared goals. Throughout the project, I approached the work with humility and respect for Archbishop Wood's long-standing school culture and pride. Those elements mattered because strong school systems are more likely to last when they are built on trust rather than compliance alone.

(b) Collaboration

- 1) I collaborated on the data that informed this project through conversations with Dr. Nobels, Mrs. Ellis, and Mr. Slutz, along with a review of freshman participation summaries connected to transition-related opportunities. Those conversations helped clarify that participation rates were a useful entry point because they were measurable and directly connected to how new students begin their relationship with the school. The interview feedback also helped frame the issue more accurately. The concern was not just attendance at events. The larger concern was whether enough freshmen entering high school felt connected and supported from the start.
- 2) Collaboration on implementation centered on using existing school strengths to shape a more coordinated freshman transition plan. Rather than proposing an entirely new set of activities, the project focused on refining the practice already in place and fine-tuning it to achieve our goal. Discussions with school leadership helped identify where the process could be more intentional and where responsibilities could be more clearly shared. That collaborative approach fit the school well because the culture already appears to value teamwork and student-centered problem solving.
- 3) This project contributed to developing new and improved teaching practices centered on student-driven school programs by moving freshman transition into a more intentional and organized space. From a teaching perspective, it reinforced the core values that Archbishop Wood holds in high regard, ensuring incoming students are not left to navigate high school expectations on their own. From a student achievement standpoint, the project focused on improving the conditions that help students adjust academically to establish a better understanding of school expectations earlier. From a programming standpoint, it showed that accepted-student events, family communication, and follow-up supports work best when they are treated as connected parts of one larger transition rather than isolated moments. In that way, the project did not just look at one event or one support system, but at how the overall freshman experience could be strengthened through better coordination.

The collaboration connected to this project also reinforced that school improvement often comes more from alignment than from creating something entirely new. Archbishop Wood already has strong traditions, meaningful community events, and a leadership team that values student support. The real opportunity for growth was not replacing those things but connecting them more intentionally so the freshman felt a deeper connection and support from the start. In many ways, this project highlighted the importance of bringing school culture and school systems into closer alignment.

<https://www.archwood.org/apps/pages/admissions>

https://www.archwood.org/apps/pages/index.jsp?uREC_ID=1055045&type=d&pREC_ID=2519572

- 4) Throughout the project, I worked to model effective collaboration and communication by listening carefully to leadership perspectives and framing the project around support rather than criticism. Since I was learning within the school context and not serving as a permanent administrator there, it was important for me to approach the work with humility. I wanted my communication to be professional and grounded in what the data and conversations were actually showing. That helped promote a collaborative tone throughout the project.

PART 5: Accountability Report: In collaboration with the onsite mentor, school leadership, and faculty members, interns will demonstrate in their accountability project the capacity to evaluate, develop, and implement management, communication, technology, school-level governance, and operations systems that support student learning needs and promote the mission and vision of the school (NELP 6.1).

(a) Evaluate the Effectiveness of the Accountability Project

- 1) A stakeholder survey was designed using a Microsoft Forms format and was distributed to Dr. Nobels, Mrs. Ellis, Mr. Slutz, and participating faculty members involved in freshman transition supports. The purpose of the survey was to gather feedback on the usefulness and effectiveness of the accountability project.
[Archbishop Wood 9th Grade Transition Support Survey – Fill out form](#)
- 2) A total of eight stakeholders responded to the survey. Seven of the eight respondents, or 87.5%, indicated that the transition support plan improved or improved clarity for incoming students and families. Six of the eight respondents, or 75%, believed that communication among the administration, faculty, and families improved. Seven of the eight respondents also indicated that the plan helped strengthen freshman participation in at least one transition-related opportunity. Open-ended comments suggested that stakeholders valued the clearer structure and believed a more intentional transition process helped freshmen and families feel more prepared.
 Based on the stakeholder feedback and my own observations, the strongest area of impact was communication. The project helped identify that transition support improves when expectations and points of contact are more clearly organized. The project also had a positive effect on management and school-level operations by creating a more structured approach to freshman support across multiple pathways. Assessment was impacted as well because participation data and survey responses gave the school more concrete feedback than informal impressions alone. Technology played a supportive role through the use of shared communication and survey tools, although the project itself was not technology driven.
- 3) Several barriers affected implementation. The most significant barriers were time and scheduling. My internship schedule limited access to some daytime meetings and classroom-based observations, which reduced the number of direct implementations I could observe. There were also operational challenges tied to coordinating multiple people and events across the transition cycle. Like many schools, Archbishop Wood is balancing many priorities at once, so a transition process can easily remain informal unless someone intentionally structures it. Resource allocation and funding were not the largest barriers in this project, but personnel time and consistent follow-through were important factors.
- 4) The project had a practical impact on resource allocation by highlighting communication time during event planning and coordinating resource functions. Strengthening freshman transition does not necessarily require a major financial investment, but it does require intentional use of staff time and role definition. The project also has implications for personnel decisions in the sense that it identifies where leadership strengths already exist and where additional support roles could improve the process. Staff members who communicate effectively with families or connect naturally with freshmen may be important contributors to the long-term sustainability of the plan.

The impact on student experiences and development is where the project holds the most value. A stronger freshman transition process can improve how students perceive the school before they ever begin classes. Students who enter feeling more informed and connected are more willing to participate and engage in school life.

5)

Attachment / Data Source	Purpose
Quantitative participation summary	This attachment provides the baseline and target freshman participation data used to identify the problem of practice.
Interviews	This attachment includes qualitative notes that informed the guiding question.
Stakeholder survey and response summary (see link)	This attachment shows the survey questions and sample outcome data used to evaluate project effectiveness.
One-page participation chart : (See figure below)	This attachment visually summarizes baseline and target freshman participation rates.

(b) Sustainability

- 1) This project informs both strategic and tactical challenges within the school's systems. Strategically, it raises the question of how Archbishop Wood can preserve its strong community culture while making key student supports more systematic and measurable. Tactically, it highlights the need for clearer communication and ongoing review of freshman engagement data. This project's goal was to show that an intentional school culture is a strength, but that a strong culture still benefits from stronger systems.
- 2) The accountability project promotes continuous and sustainable school improvement because it turns freshman transition into a process that can be measured and altered each year. Instead of relying only on traditions, the school can use practical participation data, while giving stakeholders a voice through feedback to inform the annual review to make the according adjustments. That creates a shared vision and a clearer cycle for improvement. It also supports sustainability because the project is designed to build on existing events and school structures rather than create a separate initiative that would be difficult to maintain.

3)

Year	Resource Need	System Area	Purpose
Year 1	Participation tracker, survey tool, planning time	Assessment and communication	Establish baseline and implement transition support plan

	Year 2	Updated communication materials, faculty check-in process	Communication and personnel	Refine messaging and strengthen staff involvement	
	Year 3	Annual review team, updated event calendar, continued survey use	Governance and operations	Sustain and adjust the transition process each year	

PART 6: Communication of Results and Outcomes: In collaboration with the onsite mentor, school leadership, and faculty members, interns demonstrate the capacity to communicate through oral, written, and digital means with the larger organizational, community, and political context when advocating for the needs of their school and community (NELP 5.3).

1. The multi-year resource plan fits the policy and governance context of Archbishop Wood because it focuses on communication and planning rather than costly structural change. As a private Catholic school, Archbishop Wood operates differently than a public district or a cyber charter school. Improvement efforts must align with the school's mission and the practical use of staffing and operations. For that reason, the resource plan emphasizes supports that can be sustained within the school's existing systems.
2. I advocated for the needs of the school and community by centering the transition experience of incoming freshmen and their families. The project framed freshman transition as more than an admissions event. It positioned transition as a school improvement issue because students who enter the school more informed and connected are better set to succeed academically and socially. Through this project, the needs of students and families were communicated in a way that aligned with the school's mission of strong community values and its commitment to ongoing student growth.
- 3.

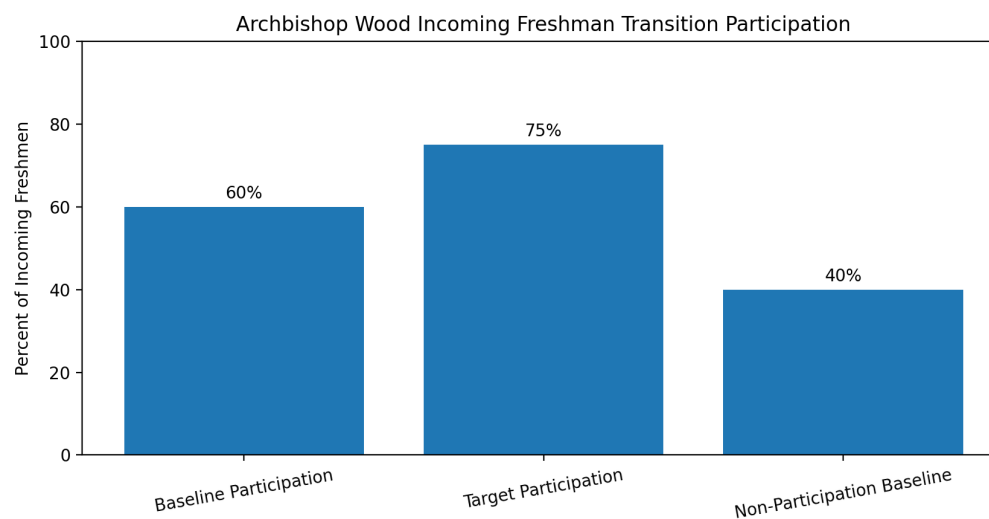
Communication Type	Audience
Oral discussion	Administration- (see attached Doc)
Digital survey	Leadership and participating faculty (see survey Archbishop Wood 9th Grade Transition Support Survey – Fill out form)
Family-facing event communication	Incoming students and parents- https://www.archwood.org/apps/pages/index.jsp?uREC_ID=1055045&type=d&pREC_ID=2519572

4. The items on the communication table informed the larger organizational and community context by showing that successful school improvement requires multiple forms of communication. Oral discussions supported collaboration and shared understanding among leaders. Digital survey tools added a structured way to gather feedback and evaluate effectiveness. Taken together, these communication

methods helped advocate for a more organized freshman support system that was responsive both to internal school needs and to the broader expectations of the school community.

Incoming Freshman Transition Participation – Archbishop Wood High School

Sample class size reviewed: 213 incoming freshmen. Baseline participation in at least one major transition-related opportunity was 128 students (60%). The improvement target is 160 students (75%).



Measure	Sample Data
Incoming freshman class	213 students
Baseline participation	128 students (60%)
Baseline non-participation	85 students (40%)
Target participation	160 students (75%)
Needed increase	+32 students / +15 percentage points