



BY ALEXANDRIA CITY HIGH SCHOOL

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TOPIC

I want to create a supportive and calm environment so that all young people are supported by an equitable education system that promotes their success in schools, career, and life

CYCP GOAL

All Children will be Academically Successful & Career Ready

RESULT

All young people are supported by an equitable education system that promotes their success in school, career, and life

SIGNIFICANCE

This result is important because when all young people, regardless of background, have access to an equitable and supportive education system, they are more likely to succeed not only in school, but also in their future careers and personal lives. An environment that promotes fairness, support, and opportunity helps students build confidence, develop real-world skills, and reach their full potential. Without equity, some students fall behind, not because of ability, but because of barriers like poverty, lack of support, or unsafe school environments. Creating this kind of system means fewer dropouts, stronger communities, and more young people growing up prepared to lead, contribute, and thrive.

HOW ARE WE DOING?

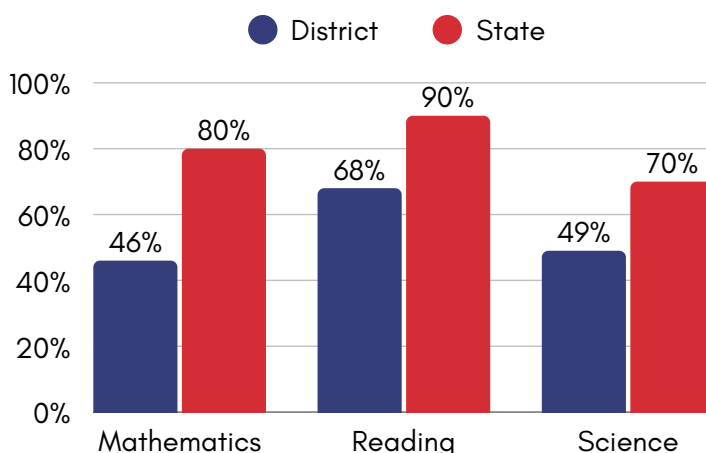
TEST SCORES AT ALEXANDRIA CITY HIGH SCHOOL

Source: US News

U.S. News calculates these values for schools based on student performance on state-required tests and internationally available exams on college-level coursework (AP and IB Exams).

Subject Proficiency

Virginia administered the Standards of Learning to high school students. These figures display how well the school as a whole performed in reading, mathematics, and science.



STRATEGIES FOR CHANGE

1. **Expand after-school academic support programs** (like tutoring and mentoring).
2. **Provide more training for teachers** on creating inclusive, supportive classrooms.
3. **Promote peer mentoring programs** (e.g., National Honor Society)
4. **Increase access to mental health and wellness resources** for students.

CHAMPION



Boys & Girls Club of Alexandria.

Leading efforts in youth support, mentoring, and academic development.

PARTNERS

- **National Honor Society** (peer mentoring and leadership)
- **Students** (sharing their voices and needs)
- **Teachers & School Staff** (creating supportive environments)
- **Local Government & School Board** (policy and funding support)

WHAT HAS BEEN DONE SO FAR?

- **Interviewed stakeholders** (students, programs, organizations)
- **Collected success stories showing impact** (e.g., Amir's story)
- **Identified key needs** (better environments, support systems)
- **Outlined strategies and potential policy recommendations**

HOW MUCH WAS DONE?

- **Interviewed 3 key stakeholders** (Boys & Girls Club, NHS, students),
- **Gathered data and stories** from after-school programs,
- **Identified 4 key strategies** for improving learning environments,
- **Engaged student voices** through surveys or conversations

HOW WELL WAS IT DONE?

- Focused on trusted community partners with proven impact
- Used real-life success stories to highlight results
- Connected strategies to actual student needs and feedback
- Encouraged inclusive and equitable approaches

WHAT HAVE BEEN THE EFFECTS SO FAR?

- **Raised awareness** about the link between environment and academic success
- **Inspired conversations** among students and mentors about support and resources
- **Strengthened collaboration** between student-led and community-led programs
- **Highlighted areas for improvement** in schools (mental health support, tutoring)

WHAT ARE PLANS FOR THE FUTURE?

- Propose policy recommendations to school leadership
- Expand mentorship and peer tutoring efforts
- Organize student feedback events or listening sessions
- Advocate for calm, inclusive learning environments across Alexandria schools

WHERE CAN PEOPLE FIND OUT MORE ABOUT YOUR TOPIC?

- [Boys & Girls Clubs of America](#)
- [National Honor Society](#)
- [Articles](#) on learning environments School board/community center websites and social media pages
- Local libraries or student services for academic support info