

Virginia's Comprehensive School Improvement Plan

Virginia's comprehensive School Improvement plan (CSIP) integrates findings from Virginia's needs assessment to help guide schools as they prioritize work, predict and neutralize barriers, and catalyze transformative practices that will improve student outcomes. There are four sections to the comprehensive School Improvement plan, aligned to the Virginia Support Framework:

- Academic Supports
- Staffing Supports
- Professional Learning Supports
- School Climate Supports

High-quality plans support school leaders as they work to allocate human and fiscal resources, establish short- and long-term goals, monitor processes, and scale successes. Specifically, a high-quality plan is:

- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence- and research-based strategies aligned to the needs and context of the school.

Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework.¹

How to use the Virginia Comprehensive School Improvement Plan:

1. Review the Virginia Support Framework domains and the results of the Virginia Support Framework Needs Assessment.
2. Become familiar with the explanation and example of the Comprehensive School Improvement Plan template which includes a description and example for each item.
3. Complete the profile information, providing information on designations, School Quality Indicators, Levels, and/or federal identification. An overview of the internal and external stakeholder, including families, that have been engaged in the school improvement process should also be documented.
4. Use the results from the needs assessment to develop the plan for each domain and indicator, including **barriers** from a root-cause analysis **establishing SMART goals**, the **alignment to evidence and research-based strategies**, the **development and implementation of the plan**, and the artifacts to be regularly collected and analyzed for **progress monitoring**.

¹ In accordance with the Standards of Quality (SOQ) and Standards of Accreditation (SOA), all schools are to prepare a comprehensive, unified, long-range plan in conjunction with the division long-range comprehensive plan, and make it available to the public (SOQ, § 22.1-253.13:6.; SOA 8VAC20-131-390; 8VAC20-131-400). Under the Every Student Succeeds Act (ESSA), schools identified for comprehensive, targeted, and additional targeted support and improvement are required to develop plans based on a set criteria with state educational agency (SEA), local educational agency (LEA), and school approval (ESSA §1111(d)(1)(B); §1111(d)(2)(B)-(C))



Domain of Support	Description
<u>Academic</u>	Providing high-quality instructional materials, routines, and prioritized placement are critical to the successful operation of the school division, and focuses on alignment, engagement, rigor, and organizing staff based on need.
<u>Staffing</u>	Recruiting, allocating, and retaining teachers and principals to address schools and areas with the greatest needs, to include building capacity from those within and the retention of high-quality staff are integral to school division success.
<u>Professional Learning</u>	Managing a school building effectively by providing logistical support to maximize learning through clear calendars and master schedules; and targeting professional learning centered on the instructional cycle with a focus on student outcomes.
<u>School Climate</u>	Engaging with families and providing instructional materials, learning opportunities, and supports to improve attendance creates a welcoming culture. Connecting each student with an adult creates a safe and orderly environment.

Profile Information	
Division: Alexandria City Public Schools	School: Francis C. Hammond
Principal: Anika Buster-Singleton	Designations (if applicable):
Stakeholder/Family Engagement	
Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence- and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.	

Domain I: Academic Supports	
Content Area:	Reading
Problem Statement: Sixth-grade EL and SPED students are not keeping pace with growth metrics on the NWEA MAP test (35-30).	Barrier(s): - Teachers not effectively utilizing the block schedule to meet the needs of students. Ex.: Longer whole-group instruction and not enough small-group instruction and independent work. - Secondary teachers are not trained to teach foundational reading skills, but we do have VALS coming that will assist them with this skill set.

SMART Goal Statement:

By the Spring of 2026, the percentage of all students scoring proficient or advanced on the Reading SOL will increase by at least 15 percentage points.

Strategy

(Evidence-Based) Strategy Name:

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

<https://ies.ed.gov/ncee/WWC/PracticeGuide/19>

Tier of Evidence:

strong

Description:

The following recommendations address what works for English learners during reading and content area instruction are listed below:

1. Teach academic vocabulary words through multiple opportunities by using a variety of instructional strategies.
2. Integrate oral and written English language instruction into content-area teaching.
3. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Measures

Student Measure #1:

By the Spring of 2026, 100% of our EL and SPED population will progress through their individualized Lexia PowerUp Action Plan.

Staff Measure #1:

By the end of each quarter, ninety percent of the teachers will utilize the resources from each student's Lexia PowerUp weekly Action Plan report to measure student impact and growth.

Student Measure #2:

By the Spring of 2026, 60% of our EL and SPED population will show growth on the

Staff Measure #2:

By the end of each month, ninety percent of our ELA teachers will engage in monthly data chats and analysis to utilize the

MAP by raising their RIT scores between 9 and 12 points.

MAP learning continuum, in order to create small groups to deliver instruction.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
1	Teachers will be trained in the EBI in the fall initially and receive a refresher at the beginning of second semester.	Administrator s, Literacy Coach, ELA Instructional Specialists, EL Department Chair	Sept.... ▾	Jan.... ▾	N... ▾	Title I Budget Code 5126-1000 \$459,930 5126-2000 \$169,180	● Agenda from training ● Sign-in ● Teacher exit survey on PD ● Walk Through Data ● lesson plans/PLC agenda

2	All teachers will be trained on how to utilize MAP data to differentiate their instruction.	School Improvement Coordinator Title I Improvement Coordinator	Sept.... ▾	Sep... ▾	N... ▾	Title I School Improvement Coordinator Science Coach-TBD Interventionist:Math Student Support and Intervention Specialist ELA Core- EL Teacher	● Agenda from training ● Slide deck ● Sign-in ● Teacher exit survey on PD ● Walk Through Data ● PLC Data talks
3	Teachers will be trained on Lexia Power Up to effectively use all the components to inform their instruction	Admin, Team Leads	Sept.... ▾	Ma... ▾	N... ▾		● Agenda ● Lesson plans ● walk throughs/observations
4	Teachers will guide students through the process of self-analyzing their MAP data, to promote goal setting at the start of each quarter	Admin, teachers	Sept.... ▾	Mar... ▾	N... ▾		● Completed Growth goals ● Completed goal setting in planners

5	Teachers will be trained in small-group instruction using leveled texts in October with a check in February (Newsela Leveled Text Subscription)	APs, Instructional Coaches	Sept.... ▾	Feb.... ▾	N... ▾		● Agenda from training ● Slide deck ● Sign-in ● Teacher exit survey on PD ● lesson plans ● walk through/observation
6	Teachers will engage in peer observations related to the implementation of small-group instruction. A protocol will be used to debrief/ and provide feedback to staff. We will try to get a visit in with one of our feeder schools to observe the science of Reading in action. ● Peer Observation Reflection tool	Intervention Teachers, EL Teachers, SPED Teachers	Sept.... ▾	Mar... ▾	N... ▾		● Walk through data ● Completed lessons ● Lesson plans ● peer observation tool
7	Administrators will engage in monthly walk- throughs and classroom observations to monitor the implementation of the EBI.		Aug. ... ▾	Jun.... ▾	N... ▾		
8	Summer curriculum writing/ELA unit planning for the EL team.	Lead Reading Teacher EL Reading Coach	Aug. ... ▾	Sep... ▾	I... ▾	Title I Budget Code 5124-1000 \$2,100 5124-2000 \$159.60	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Aug. ... ▾	Training for EBI/ Training on how to utilize MAP data and Lexia Power UP		
Sept. ... ▾	Full Implementation of the EBI and the use of map data to inform instruction		
Oct. ... ▾	Staff will receive training for small group instruction		
Nov. ... ▾	Full implementation for small group instruction with feedback and coaching if necessary		
Jan. 2... ▾	Peer observation with debrief and feedback on small group instruction		
Feb. ... ▾	Map Data Analysis- Protocol		
Mar. ... ▾	Implement an action plan as a result of the findings		

Reading: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Apr. 2... ▾	Protocol to evaluate the EBI's effectiveness on academic achievement inclusive of the Spring MAP data		
May ... ▾	Start CNA for 2026		
Jun. ... ▾	Submit final report of our year and progress to date		

Reading: Quarterly Monitoring		
Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Domain I: Academic Supports

Content Area:

Math

Problem Statement:

Current math performance data for English Language Learners, Students with Disabilities, and Hispanic subgroups indicates a critical need for more effective differentiation strategies to support their academic growth.

Barrier(s):

- Limited access to targeted professional development in math instruction.
- Gaps in foundational skills, including number sense, fluency, and basic operations.
- Student proficiency levels are below grade-level expectations.

SMART Goal Statement:

"By the Spring of 2026, the percentage of all students scoring proficient or advanced on the Math SOL will increase by 15 percentage points."

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Strategy

(Evidence-Based) Strategy Name:

Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

<https://ies.ed.gov/ncee/WWC/PracticeGuide/19>

Description:

The following recommendations address what works for English learners during reading and content area instruction are listed below:

1. Teach academic vocabulary words through multiple opportunities by using a variety of instructional strategies.

Tier of Evidence:

Strong ▾

2. Integrate oral and written English language instruction into content-area teaching.

4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Measures

**Student Measure
#1:**

By spring 2026, EL, SPED, and Hispanic students scoring greater or equal to the 50%ile in achievement will meet or exceed their growth projections; students performing at less than the 50%ile in achievement will meet or exceed 65%ile in growth.

**Staff Measure
#1:**

By the end of the quarter, at least 50% of informal classroom observations will show evidence of differentiation through small-group instruction. By the end of the semester, 50% of formal observations will reflect differentiation practices, including small-group instruction and instructional planning informed by Professional Learning Community (PLC) collaboration.

**Student Measure
#2:**

By the end of each quarter, at least 60% of students in the EL, SPED, and Hispanic subgroups will show growth of **10% or more** on quarterly common assessments in Math compared to their previous assessment performance.

**Staff Measure
#2:**

By the end of each quarter, 90% of math teachers will use their common assessment data trackers to collaboratively analyze student performance, identify root causes of learning gaps, and develop differentiated intervention plans to address those needs. Administrators will use a progress monitoring tracker to review instructional logs and

ensure consistent implementation of targeted strategies and teacher feedback.

Math: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
EX	<i>We will facilitate PD workshops in August pre-service to introduce teachers to the EBI program we selected</i>	<i>AP for ELA, Literacy Coach</i>	Aug. ... ▾	Aug. 2025 ▾	Not s... ▾		• Agenda for workshops • Teacher exit survey on PD
1	<u>Pre-Service Week</u> Review (CSIP) & Schoolwide Expectations & introduce teachers to the Evidenced Based Intervention Program <u>Data Review</u> Math SOL Spring 2025 During the second week of school, administer a diagnostic assessment to evaluate students' foundational math skills and identify specific areas in need of targeted instruction.	AP for Math, Math Coach	Aug. ... ▾	Aug. 2025 ▾	Not s... ▾	Title I Budget Code 5126-3000 \$36,300	• Agenda • Attendance Sheet • Data Results form • Diagnostic Assessment

Math: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
	Monitor Implementation of targeted instruction Tracking frequency Once a Semester						
2	Semester 1: Facilitate a professional development session during the first September PLC to introduce the PDSA (Plan-Do-Study-Act) Cycle and support its effective implementation. Teachers will collaboratively develop and submit their initial PDSA plans within their PLCs and begin the first phase of the cycle. Q1 MAP Benchmark Data Q1 - Common Assessment Data Tracking frequency Monthly	AP - Math Math, Math Coach, AP - Math PLC Leader EL Specialist Math Coach	Sept.... ▾	Sept. 2... ▾	Not s... ▾		● PDSA Plan ● Fall Map Data ● PLC Agenda ● PDSA Plan ● Benchmark Data ● Observation Data Tool

Math: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
3	<u>Focus Area:</u> Facilitate a professional development session focused on effective differentiation strategies to support diverse learner needs, including English Learners, Students with Disabilities and students performing below grade level. Tracking frequency Monthly	AP for Math, Math Coach, Math Specialist, EL Specialist	Sept.... ▾	Sept. 2... ▾	Not s... ▾		● PD Agenda ● PPT Slideshow ● Survey
4	PDSA Check In & Progress Monitoring ● PLC's ● Department Meetings ● Classroom Visits: Informal/ Observations ● Interpreting Q2- MAP Benchmark Data ● Interpreting Q2- Common Assessment Data. ● PLC - Instructional Share Out	AP - Math Math Coach Dept. Chair PLC Leader	Oct. ... ▾	Jan. 2026 ▾	Not s... ▾		● Classroom Visit & Observation Data ● Agendas ● Benchmark Data ● PDSA Result and Reflection

Math: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
5	"We will evaluate the effectiveness of the first PDSA cycle. If successful, we will proceed to cycle 2; if not, we will revisit and revise Phase 1 for implementation in the second semester." Teachers will be trained on creating PDSA Plan within their PLC and initiate the second phase of the cycle. <u>Focus Area:</u> PD - Small Group Instruction Interpreting Q2 WIDA Data Tracking frequency Monthly	AP for Math, Math Coach, PLC Leader EL Specialist	Jan. ... ▾	Jun. 2026 ▾	Not s... ▾		- PDSA Plan 2 - Q2 - Winter Map Data Results - PD Agenda - PLC Agenda - Observation Data Tool
7	PD - Small Group Instruction Tracking frequency Monthly	AP for Math, Math Coach, Math Specialist	Jan. ... ▾	Jan. 2026 ▾	Not s... ▾		- PD Agenda - PPT Slideshow - Survey

Math: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
8	PDSA Check In & Progress Monitoring • PLC's • Department Meetings • Classroom Visits: Informal/ Observation • Interpreting Q3 MAP Benchmark Data Tracking frequency Monthly	AP Math, Math Coach, Peers	Jan. ... ▾	Jun. 2026 ▾	Not s... ▾		• PLC Agenda • Observation Data • Q3 - Spring MAP Data Results • PDSA Data Result and Reflection
9	PD Manipulative by Unit Tracking frequency Monthly	AP Math PLC Leads Math Coach	Aug. ... ▾	Jun. 2026 ▾	Not s... ▾		• PD - Agenda • PPT Slideshow • Survey
10	Progress Monitor: Quarterly Map Skills Plan Common Assessment Data Monitor students' progress in developing foundational math skills by regularly assessing their performance and growth a spiral review of		Aug. ... ▾	Jun. 2026 ▾	Not s... ▾		• Formal Observation Checklist

Math: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
	frequently missed skills into daily warm-up activities to reinforce learning and address persistent gaps. Tracking frequency Monthly						
11	<u>Targeted Interventions</u> Improve academic outcomes for Special Education, Hispanic, and ELL students by providing targeted interventions, monitoring student participation and performance data, and refining support strategies based on data-driven decisions. <u>Zearn</u> Math Digital Lessons and Hands on Instruction Personalized learning platform.			May 2026 ▾	Not s... ▾	Title I Budget Code 5126-1000 \$6,000 5126-2000 \$712.00	• Attendance • Observation Tool • Collect Data based on each individual needs.

Math: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
	<u>Saturday Academy</u> Extended Learning Time <u>All In Tutoring</u> Small group 1:1 Support Q1: Identify Target Students Launch Interventions Collect Baseline Data Q2: Mid-Quarter Review Monitoring for impact Analyze data Team Meetings/PLC Review Adjust Supports Q3: Evaluate Effectiveness Analysis Refine Groupings Professional Learning Quarter 4 – Sustain & Prepare for Transition. Targeted Re-Engagement: Summative Review Share Findings:					Title I Budget Code 5126-1000 \$10,400 5126-2000 \$1,000	

Math: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. ... ▾	● PDSA Plan ● CI Visit & Observation Data ● Fall MAP Data ● PLC Agendas ● Benchmark Data	●	
Oct. ... ▾	● CI Visit & Observation Data ● PD Agendas ● PLC Agendas	●	
Nov. ... ▾	● PDSA Result and Reflection ● CI Visit & Observation Data ● PD Agendas ● PLC Agendas	●	
Dec. ... ▾	● CI Visit & Observation Data ● PD Agendas ● PLC Agendas	●	
Jan. 2... ▾	● CI Visit & Observation Data ● PD Agendas ● PLC Agendas	●	

Math: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- Winter MAP Data - Benchmark Data		
Feb. ... ▾	- PDSA 2 Plan - CI Visit & Observation Data - PD Agendas - PLC Agendas	•	
Mar. ... ▾	Spring MAP Data	•	
Apr. 2... ▾	- Benchmark Data - PDSA Result and Reflection - CI Visit & Observation Data - PD Agendas - PLC Agendas	•	
May ... ▾	•	•	
Jun. ... ▾	Spring SOL	•	

Math: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]

Math: Quarterly Monitoring		
Quarter	On Track / Off Track	Evidence
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Content Area:		Science	
Problem Statement:	There is a lack of uniformity in evaluating student mastery of key science content and skills across all grade levels.		Barrier(s): - Lack of adequate questions that are aligned - Lack of small group instruction - There is not a data analysis tool that is SOL aligned
SMART Goal Statement:	By June 2025, 70% of all students will demonstrate proficiency or increase the pass rate by 20% on the VA SOL Science assessment.		
Strategy			
(Evidence-Based) Strategy Name:	Teaching Academic Content and Literacy to English Learners in Elementary and Middle School https://ies.ed.gov/ncee/WWC/PracticeGuide/19		Description: The following recommendations address what works for English learners during reading and content area instruction are listed below: 1. Teach academic vocabulary words through multiple opportunities by using a variety of instructional strategies. 2. Integrate oral and written English language instruction into content-area teaching.
Tier of Evidence:	Strong		

3. Provide regular, structured opportunities to develop written language skills.
4. Provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Measures

**Student Measure
#1:**

During the 2025-26 school year, students will demonstrate a 20% increase (SY24-25 = 45%) on the fall and spring district-wide science benchmark assessments.

**Staff Measure
#1:**

During the 2025-26 school year, all science teachers in grades 6-8 will collaboratively implement and evaluate at least two common assessments per quarter that are aligned to state standards.

**Student Measure
#2:**

During the 2025-26 school year, 70% of students in grades 6-8 will demonstrate mastery on at least two common assessments per quarter.

**Staff Measure
#2:**

During the 2025-26 school year, all science teachers in grades 6-8 will engage in data analyses through the use of a data analysis tool (DAT) at least twice per quarter.

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
1	The academic principal will facilitate a PD workshop to explain the EBI to teachers..	Academic Principal, Department Chair, AAS Coordinator	Aug.... ▾	Sep... ▾	N... ▾		• Agenda for workshops • Teacher exit survey on PD • Unit Plan
2	Teachers will analyze the SDBQ results for the Spring 2025 Science 8 SOL during the first department meeting.	Science teachers, Administrator , Title I, Coordinator, Department chair	Aug.... ▾	Sep... ▾	N... ▾		• Meeting agenda • Completion of DAT • Grade level action plan
3	Teachers will create assessments that align to the state standards at the beginning of each unit.	PLC Facilitator, Coaches, Academic Principal, Science Curriculum Specialist, , Department Chair, Title I Coordinator, AAS Coordinator	Aug.... ▾	Jun... ▾	N... ▾	Title I Budget Code 5126-6000 \$8,987.76 Title I Budget	• PLC Agenda • Common unit assessment (2 per quarter)

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
						Code 5126-4000 \$10,000	
4	Teachers will utilize a data analysis tool twice a quarter during PLCs to analyze student performance on the common and benchmark assessments in PLCs.	Science teachers, Academic Principal, Title I Coordinator, PLC facilitator, Science Curriculum Specialist	Sept... ▾	Jun... ▾	N... ▾		• PLC Agenda/Meeting Minutes • Common Assessment • Completed analysis tool • Lesson plans reflect a differentiated reteaching/enrichment plan
5	Teachers will embed small group instructional strategies within the weekly lesson plans during the 2025-2026. Instructional Supplies Field Trip Transportation	Science teachers, PLC facilitator, Academic Principal, AAS Coordinator	Sept... ▾	Jun... ▾	N... ▾		• PLC Agenda/Meeting Minutes • Lesson Plans • Walk-throughs/observations
6	Teachers will engage in peer observations and debriefs once a semester to focus on components of small group instruction.	Administrator , Title I Coordinator	Sept... ▾	Ma... ▾	N... ▾		• PLC Agenda/Meeting Minutes • Peer Observation Checklist • Teacher Self-Reflection (Post PeerObservation) • Lesson Plans

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
	Peer Observation Reflection tool						
7	Administrators will engage in walk-throughs to monitor implementation of small group instruction strategies.	Administrators, Title Coordinator, Literacy Coaches	Sept... ▾	Ma... ▾	N... ▾		- Instructional Meeting Agenda - Walk-through Tool

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Aug. ... ▾	SBDQ Analysis		
Sept. ... ▾	- Data analysis tool (DAT) - Diagnostic Test 1		
Oct. ... ▾	- Unit Assessment - Use of DAT in Data Chat		

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Nov. ... ▾	- DAT Unit Assessment - Lesson Plans - Peer Observations - Instructional Walk-through	•	
Dec. ... ▾	- DAT Unit Assessment - Diagnostic Test 2	•	
Jan. 2... ▾	- Data Chat - Lesson Plans - Instructional Walk-through	•	
Feb. ... ▾	DAT Unit Assessment	•	
Mar. ... ▾	- DAT Unit Assessment - Lesson Plans - Peer Observations - Instructional Walk-through	•	
Apr. 2... ▾	- DAT Unit Assessment - Lesson Plans - Instructional Walk-through	•	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
May ... ▾	- DAT Unit Assessment - Lesson Plans - Instructional Walk-through	•	
Jun. ... ▾	Data Chat	•	

Science: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Domain II: Staffing Supports

Problem Statement:

Barrier(s):

SMART Goal
Statement:

Strategy

(Evidence-Based)
Strategy Name:

Tier of Evidence:

Description:

Measures

Student Measure #1:

Staff Measure #1:

Student Measure #2:

Staff Measure #2:

Staffing: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1			Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
2			Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

Staffing: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	•	•	
Oct. 2025 ▾	•	•	
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
Jan. 2026 ▾	•	•	
Feb. 2026 ▾	•	•	
Mar. 2026 ▾	•	•	
Apr. 2026 ▾	•	•	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
May 2026 ▾	•	•	
Jun. 2026 ▾	•	•	

Staffing: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]

Domain III: Organizational Learning Supports

Problem Statement:

Barrier(s):

SMART Goal
Statement:

Strategy

(Evidence-Based)
Strategy Name:

Tier of Evidence:

Description:

Measures

Student Measure #1:

Staff Measure #1:

Student Measure #2:

Staff Measure #2:

Org. Learning: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1			Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
2			Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

Org. Learning: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	•	•	
Oct. 2025 ▾	•	•	
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
Jan. 2026 ▾	•	•	
Feb. 2026 ▾	•	•	
Mar. 2026 ▾	•	•	
Apr. 2026 ▾	•	•	

Org. Learning: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
May 2026 ▾	•	•	
Jun. 2026 ▾	•	•	

Org. Learning: Quarterly Monitoring		
Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]

Domain IV: School Climate Supports

Content Area:	School Climate			
Problem Statement:	Students are arriving late to class from lunch transition, missing and disrupting instructional time.	Barrier(s):	- Teacher/Staff data documentation - Students are not given clarity on the current tardiness policy - No system for tardy enforcement - No consequence for tardiness - Current tardy data - Staff Meeting Attendance	
SMART Goal Statement:	By June 2026, school staff will work collaboratively to reduce tardiness per week by 50%.			
Strategy				
(Evidence-Based) Strategy Name:	Schoolwide Intervention to Reduce Tardiness Schoolwide Intervention to Reduce Chronic Tardiness at the Middle and High School Levels by Tyre, Feuerborn, and Pierce	Description:	The research highlights a schoolwide intervention that included explicit teaching of expected transition behavior, active supervision of students in common areas during transition times, and consistent consequences for tardiness. After implementation, average daily tardiness decreased substantially and lower levels were maintained over time.	
Tier of Evidence:	Moderate			

Measures				
Student Measure #1:	By the end of each quarter during SY 25-26, 95% of our students will be on time for class.	Staff Measure #1:	By the end of 2025-2026, 100% of the teachers will record daily attendance in Power School.	
Student Measure #2:	By the end of each quarter during the 2025–2026 school year, reduce the number of chronically tardy students by 10% through consistent implementation of school-wide attendance interventions, monitoring systems, and student engagement strategies.	Staff Measure #2:	By the end of 2025-2026, 100% of the teachers will implement an opening activity during class that aligns to our instructional non-negotiables promoting student readiness and a positive classroom culture.	

School Climate: Action Plan							
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
1	We will create a schoolwide definition of tardiness to distribute to staff and students	Deans and School Climate Team	Sept.... ▾	Sep... ▾	N... ▾		- Published definition during training agenda - Staff exit survey on PD
2	Identify and assign zones for teaching and nonteaching	Deans and School	Sept.... ▾	Jun.... ▾	N... ▾		Map creation shared during PD training

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
	staff to monitor during the day	Climate Team					
3	Train teachers on attendance data collection	Deans and Assistant Principals	Sept.... ▾	Oct.... ▾	N... ▾		- Agenda for workshop - Staff exit survey on PD
4	Train teachers on intervention plan implementation	Deans and Assistant Principals	Sept.... ▾	Oct.... ▾	N... ▾		- Agenda for workshop - Staff exit survey on PD - School climate team will review the survey data
5	Create active supervision teams(staff supervision zones)	Deans and School Climate Team	Sept.... ▾	Jun.... ▾	N... ▾		- Deans will audit supervision zones monthly - Results of supervision duty audit will be sent to the Principal
6	Identify Lunch detention space (6,7,8)	Deans and School Climate Team	Sept.... ▾	Jan.... ▾	N... ▾		The class that is hosting the detention will be the location
7	Identify Lunch Detention Staffing (6,7,8)	Deans and School Climate Team	Aug. ... ▾	Jun.... ▾	N... ▾		
8	Determine the efficiency and consistency of bells	Deans and School Climate Team	Aug. ... ▾	Aug... ▾	N... ▾		- Data collection - Consult campus manager
9	Develop a tardy plan with the Department of Student Services which is scalable for	Deans and School Climate Team	Aug. ... ▾	Aug... ▾	N... ▾		

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
	our school						
10	Survey teachers right now about loss of instructional time		Aug. ... ▾	Aug... ▾	N... ▾		
11	Train students on locker use (Advisory Lessons) Summer Advisory Curriculum Writing: Add lessons on RULER and CASEL competencies to increase positive habits of students	Advisory Teachers		Oct.... ▾	A... ▾	Title I Budget Code 5126-1000 \$8,000 5126-2000 \$918.00	• Pre/post survey on students perceptions of being late • Delivery of RULER and CASEL lessons • DESSA survey data/trends
12	CASEL lessons will be delivered in Advisory to develop decision-making and self-management skills	Advisory Teachers	Aug. ... ▾	Jun.... ▾	N... ▾		
13	Staff development training stipend for new teachers to the International Academy. (Summer two-day orientation)	Assistant Principal	Aug. ... ▾	Aug... ▾	N... ▾	Title I Budget Code 5124-1000 \$1,800 5124-2000 \$138.00	
14	Enhance students organizational and self agency skills with academic	Principal Assistant Principals	Aug. ... ▾	Jun.... ▾	N... ▾	Title I Budget	• Student use of notes/reminders • Student time management • Students using the SEL supports in the

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget	Measurement
	support planners.	Teachers Counselors				Code 5126-6000 \$4,104.00	- planner - Student goal setting
15	PFE event to teach families about attendance/ lateness to class, how to use PowerSchool, ParentSquare, and assistance completing the CEP form.	CIS Site Coordinator Family Liaisons Title I School Improvement Coordinator	Aug. ... ▾	Aug... ▾	I... ▾	Title I Budget Code 5125-6000 \$400	- ParentSquare RSVP's - FACE Center booths - Community Partner Surveys

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. ... ▾	•	•	
Oct. ... ▾	•	•	
Nov. ... ▾	•	•	
Dec. ... ▾	•	•	
Jan. 2... ▾	•	•	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Feb. ... ▾	•	•	
Mar. ... ▾	•	•	
Apr. 2... ▾	•	•	
May ... ▾	•	•	
Jun. ... ▾	•	•	

School Climate: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Domain IV: School Climate Supports

Problem Statement:

Barrier(s):

**SMART Goal
Statement:**

Strategy

**(Evidence-Based)
Strategy Name:**

Tier of Evidence:

Description:

Measures

Student Measure #1:

Staff Measure #1:

Student Measure #2:

Staff Measure #2:

School Climate: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1			Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
2			Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

School Climate: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	•	•	
Oct. 2025 ▾	•	•	
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
Jan. 2026 ▾	•	•	
Feb. 2026 ▾	•	•	
Mar. 2026 ▾	•	•	
Apr. 2026 ▾	•	•	
May 2026 ▾	•	•	

School Climate: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Jun. 2026 ▾	•	•	

School Climate: Quarterly Monitoring		
Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]