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
Academic	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.
Staffing	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.
Professional Learning	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.
School Climate	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:** George Washington Middle School
Principal: Jeanette Vinson	**Designations (if applicable):** TSI

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.
Routine engagement of stakeholders is designed to ensure that the CSIP remains a living document and routinely involves internal and external stakeholders in all phases of the school improvement process.

Domain I: Academic Supports

Content Area: **Reading**

Problem Statement: EL, Black, and Hispanic students are not achieving the expected levels of literacy proficiency in reading.

Barrier(s):

- Pre-assessment data is not consistently used to identify students' entry points, leading to lessons that lack differentiation based on prior knowledge.
- Unfamiliarity or comfort in using small group instruction.
- Unpacking new standards and encourage PLC teams to align their instruction

SMART Goal Statement: From September 2023 until June 2026, GW students will improve pass rates on the spring reading SOL to meet 75% achievement or see a 10% increase in the overall pass rate.

Strategy

(Evidence-Based) Strategy Name: Provide Small-Group Instructional Intervention to Students Struggling in Areas of Literacy and English Language Development

Tier of Evidence: Moderate

Description:

1. Use available assessment information to identify students who demonstrate persistent struggles with aspects of language and literacy development.
2. Design the content of small-group instruction to target students' identified needs.
3. Provide additional instruction in small groups consisting of three to five students to students struggling with language and literacy.
4. For students who struggle with basic foundational reading skills, spend time not only on these skills but also on vocabulary development and listening and reading

comprehension strategies.

Measures

Student Measure #1: By June 2026, 70% of students will demonstrate proficiency on grade-level common summative end-of-unit assessments in Language Arts.

Staff Measure #1: By June 2026, 70% of staff will have implemented small group instruction as measured by small group check-in forms.

Student Measure #2: By the end of the 2025-2026 school year, at least 60% of EL, Black and Hispanic students will meet or exceed their MAP growth targets in reading as measured by the winter, and spring assessments. This represents an increase of 10-20 percentage points from the 40%-50% baseline data from the Fall 2024 MAP administration.

Staff Measure #2: By June 2026, all three grade levels will have completed 3 PDSA cycles for small group instruction.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Conduct PD during PLCs and Department meetings on what small groups are and what small group instruction looks like. PD Inform CSIP team through teacher	Academic Principal (Tran) & Instructional	Sept. 2025	Jun. 2026	Not started	

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	interviews and pre-assessment for teachers re small group instruction	Coach (Martini)				
2	Implement PDSA Cycle #1 for all grades for Unit 1. - 6th grade focused on academic progress - 7th and 8th grade focused on implementation.		Sept. 2025	Nov. 2025	Not started	
3	Create student pre and post assessments for each unit. Lead PLC through data dive protocol to look at data to inform instruction.	Academic Principal (Tran) & Instructional Coach (Martini)	Sept. 2025	Jun. 2026	Not started	
4	Implement PDSA Cycle #2 for all grades. - 6th, 7th and 8th grade focused on academic progress - Will stay with implementation focus if needed		Nov. 2025	Jan. 2026	Not started	
5	Implement PDSA Cycle #3 for all grades. - 6th, 7th and 8th grade focused on academic progress - Will stay with implementation focus if needed		Jan. 2026	Mar. 2026	Not started	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
6	Observation Data/Fidelity Checks: administrators will conduct fidelity checks on Small Group Instruction. Provide support for teachers (PD and conversations with administrator and teacher) who are not implementing EBI with fidelity	Academic Principal (Tran) & Instructional Coach (Martini)	Sept. 2025	Jun. 2026	Not started	
7	Administrators will review and analyze check in form data submitted by students who have implemented small groups to inform further PD, capacity building and clarification Using this data, facilitate PLC discussions around the PDSA cycle.	Academic Principal (Tran) & Instructional Coach (Martini)	Sept. 2025	Jun. 2026	Not started	

Reading: 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	• Pre-Assessment Data • PLC Agendas which reflect introduction of PDSA cycle and EBI implementation	• establish baseline data from Pre-Assessment and MAP. •	

Reading: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
	• MAP Data - small group identification		
Oct. 2025	• Implementation of Evidence of Small Group • VALLSS - unpack data and reading plans (and how it can inform Small Group Instruction)	•	
Nov. 2025	• Analysis of PDSA Cycle 1	•	
Dec. 2025	• MAP Data	•	
Jan. 2026	• Analysis of PDSA Cycle 2	•	
Feb. 2026	• VALLSS	•	
Mar. 2026	• MAP Data • Analysis of PDSA Cycle 3	•	
Apr. 2026	• Common Assessments - data over time to support SOL review	•	
May 2026	• Final PDSA Review/ Reflection	•	

Reading: 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	• Student Reading Plan goals/ progress	•	

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: **Mathematics**

Problem Statement: EL, Black, and Hispanic students are not consistently achieving expected proficiency in math problem-solving skills.

Barrier(s):

- Pre-assessment data isn't being used to determine students' entry points before starting a unit; therefore, lessons are created with little to or no knowledge of students' background understanding of the prerequisite skills for the unit.
- There are missed opportunities to build rigor through differentiation while teaching on grade-level standards.
- Whole class engagement structures aren't implemented to increase student engagement.

SMART Goal Statement: From September 2025 until June 2026, GW students will improve pass rates on the spring Math SOLs to meet 70% achievement or see a 10% increase in the overall pass rate.

Strategy

(Evidence-Based) Strategy Name: Assist students in monitoring and reflecting on the problem-solving process. The EBI supports students in the process of problem-solving thinking through the modeling of think-aloud and questioning guided by the teacher.

Tier of Evidence: Strong

Description: Assist students in monitoring and reflecting on the problem-solving process.

1. Provide students with a list of prompts to help them monitor and reflect during the problem-solving process.
2. Model how to monitor and reflect on the problem-solving process.
3. Use student thinking about a problem to develop

students' ability to monitor and reflect.
In summary, teachers will help students learn to monitor and reflect on their thought processes when they solve math problems.

Measures

Student Measure #1: By June 2026, 70% of students will demonstrate proficiency on grade-level common summative end-of-unit assessments in Math.

Staff Measure #1: By June 2026, 70% of math teachers will have modeled the problem-solving checklist to their students.

Student Measure #2: By the end of the 2025-2026 school year, at least 60% of EL, Black, and Hispanic students will meet or exceed their MAP growth targets in math, as measured by the winter and spring assessments.

Staff Measure #2: By June 2026, math teams will have completed three PDSA cycles related to instruction.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Math teachers will work within their Professional Learning Communities (PLCs) to create and implement common formative assessments to plan learning experiences and	Math Teachers Math Instructional	Sept. 2025	May 2026	Not started	

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	instruction that are aligned with the curriculum framework.	Coach Academic Principal				
2	Grade level PLCs will utilize the pre-assessments outlined in the math textbooks to determine students' readiness before beginning a unit.	Math teachers	Sept. 2025	May 2026	Not started	
3	Grade level PLCs will review lesson plans and lesson resources to ensure the implementation of differentiation structures to support and meet students' needs and abilities, with a specific focus on strategies for EL, Black, and Hispanic students.	Math Teachers Math Instructional Coach Academic Principal	Sept. 2025	May 2026	Not started	
4	PLCs will conduct summative assessment data discussions using the Here's What, So What, Now What protocol with disaggregated EL, Black, and Hispanic data to determine specific plans of remediation.	Math Teachers Math Instructional Coach Academic Principal	Sept. 2025	Apr. 2026	Not started	
5	Provide specific feedback to teachers around the implementation of whole-class engagement based on the data collected using the GWMS Tier 1 Non-Negotiable Google form.	Math Instructional Coach Academic Principal	Sept. 2025	May 2026	Not started	

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
6	**Problem-Solving Checklist:** AP and Coach will lead teachers to modify the existing math problem-solving checklist to create a final draft for the implementation across all math classes; with a focus on scaffolds specifically for EL and SPED students.	Math Instructional Coach Academic Principal Math Teachers	Sept. 2025	Sept. 2025	Not started	
7	**Problem-Solving Checklist:** New laminated posters of the math problem-solving checklist will be made with the modifications. Guided scaffolds will be printed for students.	Math Instructional Coach Academic Principal	Sept. 2025	Sept. 2025	Not started	
8	**Problem-Solving Checklist:** AP and Coach will guide teachers in developing weekly number sense routines for Q1 where the math problem-solving checklist will be used. *The first PDS Cycle will be initiated.*	Math Instructional Coach Academic Principal	Sept. 2025	Oct. 2025	Not started	
9	**Problem-Solving Checklist:** AP and Coach will guide teachers in developing weekly number sense routines for Q2 where the math problem-solving checklist will be used. *The second PDS Cycle will be initiated.*	Math Instructional Coach Academic Principal	Nov. 2025	Jan. 2026	Not started	
10	**Problem-Solving Checklist:** AP and Coach will guide teachers in developing weekly number	Math Instructional Coach	Jan. 2026	Mar. 2026	Not started	

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	sense routines for Q3 where the math problem-solving checklist will be used. *The third PDS Cycle will be initiated.*	Academic Principal				
11	**Problem-Solving Checklist:** Provide specific feedback to teachers around the implementation of the math problem-solving checklist using the EBI implementation Google form.	Math Instructional Coach Academic Principal	Sept. 2025	Apr. 2026	Not started	

Mathematics: 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	• Pre-Assessments • Common Formative Assessments (CFAs) • Finalized Problem-Solving Checklist • Weekly Number Sense Routines • GWMS Tier 1 Non-Negotiable Google form feedback	•	

Mathematics: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Oct. 2025	• Pre-Assessments • Common Formative Assessments (CFAs) • Finalized Problem-Solving Checklist • Weekly Number Sense Routines • GWMS Tier 1 Non-Negotiable Google form feedback	•	
Nov. 2025	• Pre-Assessments • Common Formative Assessments (CFAs) • Finalized Problem-Solving Checklist • Weekly Number Sense Routines • GWMS Tier 1 Non-Negotiable Google form feedback	•	
Dec. 2025	• Pre-Assessments • Common Formative Assessments (CFAs) • Finalized Problem-Solving Checklist • Weekly Number Sense Routines • GWMS Tier 1 Non-Negotiable Google form feedback	•	

Mathematics: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Jan. 2026	• Pre-Assessments • Common Formative Assessments (CFAs) • Finalized Problem-Solving Checklist • Weekly Number Sense Routines • GWMS Tier 1 Non-Negotiable Google form feedback	•	
Feb. 2026	• Pre-Assessments • Common Formative Assessments (CFAs) • Finalized Problem-Solving Checklist • Weekly Number Sense Routines • GWMS Tier 1 Non-Negotiable Google form feedback	•	
Mar. 2026	• Pre-Assessments • Common Formative Assessments (CFAs) • Finalized Problem-Solving Checklist • Weekly Number Sense Routines • GWMS Tier 1 Non-Negotiable Google form feedback	•	

Mathematics: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Apr. 2026	• Pre-Assessments • Common Formative Assessments (CFAs) • GWMS Tier 1 Non-Negotiable Google form feedback	•	
May 2026	• GWMS Tier 1 Non-Negotiable Google form feedback	•	
Jun. 2026	• GWMS Tier 1 Non-Negotiable Google form feedback	•	

Mathematics: 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: **Science**

Problem Statement: EL, Black, and Hispanic students are not achieving the expected levels of proficiency on science assessments.

Barrier(s):

- target students deficits in reading create barriers in expressing scientific knowledge
- target students lack background knowledge or struggle to retain background knowledge (without review) that allows for comprehension of higher level concepts
- not all teacher have experience teaching students how to approach a cluster question (reading background information, data table or graph, and making determinations)
- we do not have labs written or materials available for inquiry labs in all grade levels (we have labs written but not truly inquiry-based ones)

SMART Goal Statement: From September 2025 until June 2026, GW students will improve pass rates on the spring science SOLs to meet 70% achievement or see a 10% increase in the overall pass rate.

Strategy

(Evidence-Based) Strategy Name: Assist students in monitoring and reflecting on the problem-solving process. pg 17

Tier of Evidence: Strong

Description: The recommendation has three key strategies to help students problem-solve. First, they should have a manageable list of prompts or task steps to guide them through the process. Second, teachers should model the use of these prompts explicitly.

Third, they should build on student's existing knowledge to develop their own strategies for monitoring and reflecting on the problem solving approach.

Measures

Student Measure #1:	By June 2026, 70% of students will demonstrate growth of 10% when solving cluster questions in Science.	**Staff Measure #1:**	By June 2026, 70% of teachers will have modeled the problem solving checklist to their students.
Student Measure #2:	By June 2026, 70% of students will demonstrate proficiency on grade-level common summative end-of-unit assessments in Science.	**Staff Measure #2:**	By June 2026, Science teams will have completed three PDSA cycles related to cluster question instruction.

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Reading Strategy: AP will meet with Reading Specialist and 8th Grade ELA teacher, Ms. Benko, to develop common structure for SQ3R.	AP	Sept. 2025	Sept. 2025	In progress …	

Science: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
2	Reading Strategy: AP will lead department in making a final decision on how Mark the Text is done in science. Poster will be created for each classroom.	AP	Sept. 2025	Sept. 2025	In progress …	
3	Problem-Solving Checklist: AP will lead teachers to modify the existing problem-solving check list, especially steps 3 & 4. They will develop fading scaffolds for 6th grade, 7th grade, and 8th grade.	AP	Sept. 2025	Sept. 2025	Not started	
4	AP will lead teachers in creating "Science Stories" for building and reviewing necessary background knowledge	AP PLCs	Sept. 2025	Sept. 2025	In progress …	
5	AP will meet with teachers to edit "Science Stories" and finalize agreed-upon protocols for use	AP PLC reps	Sept. 2025	Sept. 2025	In progress …	$1,000 for printing one per student
	AP will guide teachers in creating a matrix of use for "Science Stories"	AP Teachers	Sept. 2025	Sept. 2025	Not started	
6	Reading Strategy: AP will ensure Q2 readings are written and strategy used for all grade levels with the following strategies. ● (6th) Mark the Text & GIST ● (7th) Mark the Text & GIST & Cornell Notes	AP	Nov. 2025	Dec. 2025	Not started	

Science: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	• (8th) SQ3R					
7	Problem-Solving Checklist: New laminated posters will be made with the steps. Guided scaffolds will be printed for students.		Nov. 2025	Dec. 2025	Not started	
8	Reading Strategy: AP or PLC leader will model use of strategy in PLC for all grade levels.	AP	Nov. 2025	Dec. 2025	Not started	
9	Problem-Solving Checklist & Inquiry Based Labs: AP will guide teachers in developing 1 inquiry based lab for Q2 with associated cluster question where the problem solving checklist will be used. The first PDSA Cycle will be initiated.		Nov. 2025	Jan. 2026	Not started	
10	Problem-Solving Checklist & Inquiry Based Labs: AP will guide teachers in developing 1 inquiry based lab for Q3 with associated cluster questions where the problem solving checklist will be used. The second PDSA Cycle will be initiated.	AP PLCs	Jan. 2026	Mar. 2026	Not started	
11	Problem-Solving Checklist & Inquiry Based Labs: AP will guide teachers in developing 1	AP PLCs	Mar. 2026	Jun. 2026	Not started	

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	inquiry based lab for Q4 with associated cluster question where the problem solving checklist will be used. The third PDSA Cycle will be initiated.					
12	AP will monitor usage of “Science Stories” minimal 1x per story for all students in all grades by April	AP	Sept. 2025	Jun. 2026	Not started	

Science: 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	• Final “Science Stories” booklet	• Digital copy of “Science Stories”	
Sept. 2025	• Reading Strategy	• Common SQ3R structure for 8th grade (ELA and Science) • Common Mark the Text structure	
Sept. 2025	• Problem-Solving Checklist	• Updated Checklist (current draft)	
Oct. 2025	• Percent of student for each	• Report of percent of students per	

Science: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
	teacher who have used "Science Stories"	teacher who have taken a "Science Stories" quiz	
Nov. 2025	• Reading Strategy	• Evidence of Readings Developed PLC ○ 6th ○ 7th ○ 8th	
Dec. 2025	• Problem-Solving Checklist and Inquiry Based Lab	• Posters and student scaffolds ○ 6th ○ 7th ○ 8th	
Dec. 2025	• Percent of student for each teacher who have used "Science Stories"	• Report of percent of students per teacher who have taken a "Science Stories" quiz	
Jan. 2026	• Problem-Solving Checklist and Inquiry Based Lab	• PDSA 1 ○ 6th ○ 7th ○ 8th	
Feb. 2026	•	•	
Mar. 2026	• Problem-Solving Checklist and Inquiry Based Lab	• PDSA 2 ○ 6th ○ 7th ○ 8th	

Science: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Apr. 2026	• Percent of student for each teacher who have used "Science Stories"	• Report of percent of students per teacher who have taken a "Science Stories" quiz	
May 2026	•	•	
Jun. 2026	• Problem-Solving Checklist and Inquiry Based Lab	• PDSA 3 ○ 6th ○ 7th ○ 8th	

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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: There is year-to-year variability in the retention of special education staff at GWMS, making it difficult to build and sustain a stable instructional team.

Barrier(s):
- Overwhelming and Disproportionate Workload
- Inconsistent and Untailored Onboarding & Mentorship
- Limited Collaboration and Role Clarity with General Education Staff

SMART Goal Statement: By June 2026, GWMS will increase special education staff retention by implementing a school-based support system including tailored onboarding, targeted professional development, and structured mentorship resulting in at least an 80% year-to-year retention rate of SPED staff, as measured by staffing data.

Strategy

(Evidence-Based) Strategy Name: 9 Strategies to Retain Special Education Teachers in Challenging Times

Tier of Evidence: Moderate

Description: research-informed practices for improving SPED staff retention emphasizing the importance of comprehensive mentoring, targeted professional development, and strong collaboration between special education and school leadership. The article also highlights the need to clarify roles and responsibilities, ensure equitable workloads, and create a supportive school culture.

Measures

Student Measure #1: From September 2024 until June 2026, GW

Staff Measure #1: **By June 2026**, 80% of new special education teachers will have participated in a structured

students will improve pass rates on the spring reading, and math SOLs to meet _% achievement in math and __% achievement in reading, or see a 10% increase in the overall pass rate.

mentoring program and engaged in biweekly coaching sessions focused on compliance, instructional strategies, and collaboration, as documented through coaching logs and mentor check-ins.

Student Measure #2: By the end of the 2025-2026 school year, at least 60% of students receiving special education services will meet or exceed their MAP growth targets in reading and math, as measured by the winter, and spring assessments. This represents an increase of 12-17 percentage points from the baseline data from the Spring 2025 MAP administration.

Staff Measure #2: **By June 2026**, 75% of newly hired special education teachers will implement role-specific instructional and planning strategies introduced through targeted professional development, as evidenced by survey data from co-teaching pairs and submitted instructional artifacts.

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Launch a structured SPED mentoring and coaching program by September 2025, pairing early-career teachers with veteran SPED staff and leadership coaches for biweekly check-ins and guided support.		Sept. 2025	Sept. 2025	Not started	

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
2	Facilitate quarterly SPED-specific professional development sessions focused on compliance, instructional planning, and collaboration with general education teachers, using staff feedback and walkthrough trends to guide content.		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	• Mentor-mentee pairings finalized; initial coaching logs; onboarding feedback from new SPED staff	•	
Oct. 2025	• Coaching check-in notes; attendance from first SPED PD session; walkthrough trends summary	•	
Nov. 2025	• Instructional artifact samples; mentor reflection forms; survey data from	•	

Staffing: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
	co-teachers		
Dec. 2025	• Walkthrough data collection; progress monitoring log from mentors/coaches	•	
Jan. 2026	• Mid-year mentor/mentee check-in summaries; walkthrough and PD attendance records	•	
Feb. 2026	• Co-teacher collaboration feedback survey; instructional planning samples	•	
Mar. 2026	• Coaching logs; leadership team reflection on SPED staff progress and trends	•	
Apr. 2026	• Walkthrough summary with implementation evidence; mentor-mentee reflection logs	•	
May 2026	• Final SPED PD attendance; artifact review from SPED	•	

Staffing: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
	staff; updated retention progress		
Jun. 2026	• End-of-year mentor/coach evaluation summary; SPED staff retention data submitted to HR	•	

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:		**Description:**	
Tier of Evidence:			

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

Problem Statement: Data from the 2025 Climate Survey reveals a significant perception gap regarding student-staff relationships. While 97% of staff report having positive relationships with students and 89% believe they help students with problems beyond academics, only 59% of students agree that adults at their school help with non-academic issues. This disconnect suggests that many students do not feel emotionally supported or connected to school staff. As a result, students may attempt to navigate personal and social challenges independently, often without the emotional tools or maturity to do so safely or effectively.

Barrier(s):

- Staff lack understanding on how to integrate restorative practices into their daily instructional activities.
- There is a lack of implementation of restorative practices in the classroom for the purposes of content, community building and to repair relationships.

SMART Goal Statement: By June 2026, the percentage of students who report having a trusted adult at school will increase from 59% to 80%, as measured by the annual school climate survey.

Strategy

(Evidence-Based) Strategy Name: Restorative Practices

Tier of Evidence: Strong

Description: Restorative Practices prioritize positive relationships between individuals. They foster a sense of belonging and shared responsibility within a community.

Restoratives Practices include:

- community circles
- content circles
- restorative conversations

Measures

Student Measure #1: By January 2026, 50% of 6th grade students will have identified at least one trusted adult in the building.

Staff Measure #1: By June 2026, 75% of staff with Advisories will have implemented a community circle on the observed Dean Advisory Days.

Student Measure #2: By April 2026, 70% of 6th grade students will have identified at least one trusted adult in the building.

Staff Measure #2: By April 2026, 50% of unique staff members will be named as a trusted adult on Spring internal survey.

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Professional development on Restorative Practices (community circles, content circles and restorative conversations).	Deans /RP Liaison	Sept. 2025	May 2026	Not started	
2	Community Circle Advisory based on behavioral trends and community and social	Deans /RP Liaison	Sept. 2025	Oct. 2025	Not started	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	emotional needs.					
3	Observations of community circles	Deans/Admin/ RP liaison/SST	Sept. 2025	May 2026	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	• Staff Training • Beginning of Year Internal Climate Survey (7th and 8th grade Students) • Attendance Sheets • September 12th in Advisory	•	
Oct. 2025	• Continued training if necessary • Modeling of exemplary circles • Observations • Attendance Sheets • Exit ticket feedback	•	
Nov. 2025	• Monthly fidelity observations	•	

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)**
	• Exit Ticket Feedback		
Dec. 2025	• Observations • Exit Ticket Feedback	•	
Jan. 2026	• Observations • Exit Ticket Feedback • Mid-Year Internal Climate Survey • Jan 9th and 16th in Advisory	•	
Feb. 2026	• Observations • Exit Ticket Feedback	•	
Mar. 2026	• Observations • Exit Ticket Feedback	•	
Apr. 2026	• Observations • Exit Ticket Feedback • End of year Internal Climate Survey • Final April 17th and 24th	•	
May 2026	• School Climate Survey (3rd Party) • Exit Ticket Feedback • School Climate Survey (3rd Party)	•	

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	• Survey reflection questions • Analyze School Climate Survey; prepare for 2026-2027 goals	•	

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)]