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 (recruitment practices, to hire, place and retain high quality teachers and principals) placement of critical expertise in classrooms with the greatest need in support (how do you assign sped and el teachers based on data)-developing could be a strategy, developing a mentoring program for new teachers, how do you decide where staff is placed, admin assigned and leadership team used to support instruction**
- **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):**

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.

A Comprehensive Needs Assessment was conducted in the Spring 2024 with the George Washington Middle School School Leadership Team (Team leaders, PLC Leaders, Department Chairs, Administrators, Instructional Coaches , and Professional School Counselors) to examine our areas of academic need and brainstorm evidence- and research-based strategies to address these needs. PTA members participated in discussion around school climate and student and community engagement, how these factors impact academic achievement, and strategies for supporting both. The school-based team will be reviewing the CSIP and progress towards goals quarterly and will share updates with the community on a rolling basis.

Domain I: Academic Supports	**Content Area: ELA, Math and Science**
Barrier(s): 1. Teachers aren't using pre-assessment data 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. 2. Teacher deficit thinking and ineffective strategies result in lower expectations and missed opportunities to build rigor.	
SMART Goal Statement: From September 2023 until June 2025, GW students will improve pass rates on the spring reading, math, and science SOLs to meet 70% achievement in math and science, 75% achievement in reading, or see a 10% increase in the overall pass rate.	
(Evidence-based) Strategy Name: ALIGNMENT and Learning Intention **Tier of Evidence: Strong Evidence** (Learning Targets: Helping Students Aim for Understanding in Today's Lesson by Connie M. Moss and Susan M. Brookhart) - a *snippet from the book*	**Description:** 1. Provide rigorous, standards-aligned instruction in literacy and math through targeted lessons that address students' needs and ensure engagement with grade-level content, as identified through pre-assessment data and ongoing formative assessments. 2. Implement school-wide alignment of learning intentions, classroom activities, and assessments to the Virginia Standards of Learning, ensuring students in every core content class receive clear, purposeful, and engaging instruction that builds foundational skills, fosters critical thinking, and supports mastery of essential knowledge and skills.
Student Measure #1: By June 2025, 75% of students in observed classes will demonstrate **active engagement** and mastery of aligned lesson activities, as evidenced by their ability to complete rigorous tasks that include reading, writing, listening, or speaking, aligned with the Virginia Standards of Learning. Data collection tool: LT Collection Tool	**Student Measure #2:** By the end of the 2024-2025 school year, at least 60% of EL, Black and Hispanic students 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 10-20 percentage points from the 40%-50% baseline data from the Fall 2024 MAP administration.
Staff Measure #1: By June 2025, after focused learning and guided collaboration in Professional Learning Communities (PLC) around alignment, teachers will be able to proficiently write and post a student-friendly learning intention for their lessons that is aligned to the grade level curriculum guided by the VDOE framework using a common learning intention	**Staff Measure #2:** By the end of June 2025, 80% of lesson activities will be aligned to grade-level curriculum guided by the essential knowledge and skills verbs from the VDOE framework measured through at least 2 classroom observations for each targeted teacher of Science, Math, and ELA.

walk-through tool 75% of the time an observation is made by the admin team (action step #4). Data collection tool: LT Collection Tool	Data collection tool: LT Collection Tool

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Status/Notes
1. In science grades 6-8 there will be one reading passage per quarter developed to be aligned with grade-level standards, scaffolded by reading text sets, and approached using Mark the Text and SQ4R that is used in Honors and General Education classes. Additionally, Science grades 6-8 will develop one inquiry activity per quarter aligned with SOL 1.	August 2024	May 2025	Academic Principal for Science, Science PLC Members District Science Instructional Specialist	Q1:In progress (~50%) Q2: In progress (~50%) Q3: In progress (~50%)
2. Use Costa's House to provide professional development on writing aligned learning targets, selecting aligned lesson activities, and writing aligned assessments through PLCs, district PD days, and coaching cycles throughout the school year.	August 2024	May 2025	Principal Academic Principals Instructional Coaches	Q1:In progress (~25%) Q2: In progress (~50%) Q3: In progress (~50%)
3. Math teachers will work within their Professional Learning Communities to plan collaboratively in order to plan learning experiences and instruction that are aligned with the curriculum framework.	August 2024	May 2025	Principal Academic Principals Instructional Coaches	Q1:Not started Q2: In progress (~25%) Q3: In progress (~50%)

• Assist students in monitoring and reflecting on the problem solving process. • Provide students with a list of prompts and/or task lists to help them monitor and reflect during the problem-solving process. • Teachers model how to monitor and reflect on the problem-solving process. • Use dialogue and guided questions with students' to clarify and refine their ability to monitor and reflect on the problem solving process.				
4. Informal and formal instructional rounds will be conducted to provide feedback on the implementation of aligned assignments to grade-level standards.	August 2024	May 2025	Instructional Coaches Department Chairs Academic Principals	Q1:In progress (~50%) Q2: In progress (~50%) Q3: In progress (~50%)

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

- Support from AVID (Jodie Peters) for professional development will be used to teach educators how to unpack verbs from the curriculum framework and align lesson activities to these verbs, as well as use of Costa's
- When the TLL team does monthly walkthroughs they will use the district data collection tool in KickUp to monitor and evaluate this action step
- Assisting students in monitoring and reflecting on the problem solving process will be monitored by analyzing student work bi-weekly within Professional Learning Communities (PLCs).

<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
<u>Analysis</u>: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)

1. Common Unit Summative Assessment Data 2. Improved percentages of teachers posting targets on the LT Collection Tool. 3. Improved percentages of teachers' writing targets aligned with SOLs as seen by the LT Collection Tool. 4. Improved percentages of classroom activities aligned with standards as seen by the LT Collection Tool.	

Domain I: Academic Supports	Content Area: ELA, Math and Science
Barrier(s): 1. Teachers consistently "pick one" student rather than use research-based engagement strategies that simultaneously engage all students. 2. Teachers fear that students won't stop talking and/or will have off-topic discussions if they allow them time to discuss academic questions. 3. Teachers often miss PD sessions because they are asked to sub during their planning block.	
SMART Goal Statement: From September 2023 until June 2025, GW students will improve pass rates on the spring reading, math, and science SOLs to meet 70% achievement in math and science, 75% achievement in reading, or see a 10% increase in the overall pass rate.	
(Evidence-based) Strategy Name: Research Proven ENGAGEMENT Strategies (Kagan, GLAD, AVID) **Tier of Evidence: 1**	**Description:** Facilitate focused learning and guided collaboration in PD around Tier 1 instruction as it relates to engagement to ensure all teachers are moving up the "Novice-to-Expert Engagement Instructional Framework." We will specifically focus on strategies that eliminate the "pick one student" method of soliciting feedback and help teachers learn to measure the impact of using other engagement strategies, for example, Kagan's "timed pair share," "rally robin," "think, write, share," and/or "numbered heads together."
Student Measure #1: By June 2025, in at least 50% of classrooms observed, 75% or more of students will demonstrate active engagement, as measured by verbal processing, collaborative activities, or structured participation during classroom discussions. Engagement data will be collected using the LT Collection Tool and analyzed for growth trends across observation cycles. *the measure is 50% because there are other forms of engagement that aren't verbal that may be happening	**Student Measure #2:** By the end of the 2024-2025 school year, at least 60% of EL, Black and Hispanic students 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 10-20 percentage points from the 40%-50% baseline data from the Fall 2024 MAP administration.
Staff Measure #1: By June 2025, 75% of teachers at GW who selected the engagement strand will have attended 11 of the 13 PD sessions.	**Staff Measure #2:** By June 2025, staff will have refined a "Novice to Expert Engagement Instructional Framework" tool and utilized it in at least three peer observation sessions.
Action Plan	

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Status/Notes
1. Teachers will select the Engagement Strand for their yearly PD.	August 2024	August 2024	APs, TIS, Coaches	Q1: Done
2. Teachers will attend a learning session twice per month during their planning period where GLAD, AVID and Kagan engagement strategies will be modeled and a WICOR tracker will be utilized. The dates for the in-house PD will be as follows: Sept. 3, Oct. 1, Oct. 15, Oct. 29, Nov. 19, Dec. 3, Jan. 7, Jan. 21, Feb. 4, Feb. 18, March 4, March 18, April 8- Celebration	September 3, 2024	April 8th, 2025	APs, TIS, Coaches	Q1: In progress (~50%)
3. Peers and admin will conduct 15-minute observations of teachers participating in the engagement strand to document whether they observe 100% of students having at least one chance to verbally process or discuss an academic question instead of raising hands and having one student be "picked."	September 3, 2024	April 8th, 2025	Teachers, APs, TIS, Coaches	Q1: In progress (~25%)
4. Peers and admin will conduct 15-minute observations of teachers to collect data on their progress along the "Novice-to-Expert Engagement Instructional Framework".	September 3, 2024	April 8th, 2025	Teachers, APs, TIS, Coaches	Q1: In progress (~50%)

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

- Support from AVID (Jodie Peters) and GLAD (Anna Harvin) for professional development will be used to teach educators how to utilize engagement strategies that eliminate the pick one and shout out.

● When the TLL team does monthly walkthroughs they will use our data collection tool to monitor and evaluate this action step.
<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. **<u>Analysis</u>: Address impact and next steps.**

Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
1. PLMS Attendance	

Domain I: Academic Supports	Content Area: ELA, Math and Science

Barrier(s):

1. Teachers do not use pre-assessment data to identify students' entry points, leading to lessons that lack differentiation based on prior knowledge.
2. Teachers' deficit thinking and ineffective strategies result in lower expectations and missed opportunities to build rigor.
3. Teachers perceive differentiation as an additional task rather than an integral part of effective lesson planning, limiting its consistent implementation.

SMART Goal Statement: From September 2023 until June 2025, GW students will improve pass rates on the spring reading, math, and science SOLs to meet 70% achievement in math and science, 75% achievement in reading, or see a 10% increase in the overall pass rate.

(Evidence-based) Strategy Name: DIFFERENTIATION **Tier of Evidence:**	**Description:** Teachers will use data to differentiate instruction by identifying student needs and implementing targeted small group instruction that supports student's learning goals.
Student Measure #1: By June 2025, 70% of students will demonstrate proficiency on grade-level common summative end-of-unit assessments in Language Arts, Math, and Science.	**Student Measure #2:** By the end of the 2024-2025 school year, at least 60% of EL, Black and Hispanic students 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 10-20 percentage points from the 40%-50% baseline data from the Fall 2024 MAP administration.
Staff Measure #1: By June 2025, 75% of teachers at GW who selected the differentiation strand will have attended 11 of the 13 PD sessions.	**Staff Measure #2:** By June 2025, after focused learning sessions twice per month, 75% of participating teachers will be able to show evidence of at least 7 instances of classroom implementation and reflection on new strategies learned in their PD strand.

Action Plan

Action Steps	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Status/Notes

(Describe the step and include who will implement and how often it will be implemented)				
1. ELA teachers will implement targeted small-group instruction based on assessment data to address persistent struggles in language and literacy, focusing on foundational skills, vocabulary, and comprehension for students with identified needs	November 2024	November 2024	Principal Academic Principal for ELA Literacy Coach	Q1:Not started Q2: In progress (~75%) Q3: In progress (~75%)
2. Teachers who selected the differentiation PD strand will attend a learning session twice per month during their planning period where choral reading of learning intentions, bellwork, and a WICOR tracker will be used The dates for the in-house PD will be as follows: Sept. 3, Oct. 1, Oct. 15, Oct. 29, Nov. 19, Dec. 3, Jan. 7, Jan. 21, Feb. 4, Feb. 18, March 4, March 18, April 8-Celebration	September 2024	April 2024	Principal Academic Principal Advanced Academics Services Coach	Q1:Not started Q2: In progress (~50%) Q3: In progress (~75%)
3. Teachers will use pre, formative, and/or summative assessment data to differentiate lesson activities before, during and after initial instruction on a new topic or skill.	September 2024	May 2025	Principal Instructional Coaches Department Chairs Academic Principals	Q1:Not started Q2: In progress (~25%) Q3: In progress (~50%)

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.	
ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed. ● Support from Advanced Academic Services (Megan Tempil-Milner and____), AVID (Jodie Peters), Special Educational Specialists (Agnes Boampong and Janelle Freeman) and Ana Harvin, GLAD Instructional specialist for professional development will be used to teach educators how to utilize differentiation strategies and specifically designed instruction.	

<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <u>Analysis</u>: Address impact and next steps.	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
1. Lesson plans submitted for formative observations (small group, differentiation, specialist input, focus) 2. Observation Data	

Domain II: Staffing Supports	
Barrier(s): 1. Teachers have expressed that they don't have enough time within the school day to properly plan and complete instructional duties. 2. Teachers feel that student behavior can create barriers to the instructional environment. 3. Teachers feel that they are not sufficiently familiar with the staff in the building (location and opportunities to meet to collaborate across the building).	
SMART Goal Statement: By June 2025, we will achieve a 20% increase in the retention rate of new teachers by expanding the GWMS New Teacher Program to an authentic peer based coaching model to provide a supportive work environment and improve the knowledge/ability of new hires while creating leadership opportunities for current teachers.	
(Evidence-based) Strategy Name: Engaging Staff as partners- . Research suggests that school divisions that provide effective support are likely to develop teachers who remain on the job longer and improve student academic performance (doe.va.gov) **Tier of Evidence:**	**Description:** Retooling the GWMS New Teacher Academy to incorporate training of mentors to become additional coaches developing all involved participants in improving Tier 1 instruction.
Student Measure #1: Student performance on MAP and SOLs will increase (for new teachers/new hires)	**Student Measure #2:** Discipline referrals will decrease (for new teachers/new hires) from Q1-Q4
Staff Measure #1: 75% of mentors and mentees will attend 8 of the 9 total New Teacher Academy events.	**Staff Measure #2:** New teacher retention will improve by 20%.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Status/Notes
Create a list of new staff, staff who need to retake NTA.	August 2024	August 2024	NTA Coordinator	Not started
Recruit new mentors and speak with previous mentors about continuing	August 2024	August 2024	NTA Coordinator	Not started
Administer a needs assessment for new teachers to identify strengths/weaknesses for targeted coaching	Continuous August 2024 and when teachers onboard	June 2024	NTA Coordinator	Not started
Conduct monthly mentor meeting. These meetings will split into two where the mentors will be giving	September 2024	June 2024	GWMS Admin Team	

instructional coach training (aligned with our SIP goals) and the mentees will get new teacher training.				
Expand Mentor/Coach duty to a 2 year cycle (currently 1 year) to ensure continuity and increased proficiency in the program	August 2024	June 2025	GWMS Admin Team	Not started
Leaders will train Mentors according to the 3 focus areas for our SIP: 1. Alignment (September-November) 2. Differentiation (December-February) 3. Engagement (March-May) The training will occur each month and will target specific coaching strategies for our Mentors to employ. Such strategies may include but are not limited to peer-peer observation, review of lesson plans, and co-planning of lessons.	August 2024	May 2024	GWMS Admin Team	Not started
Leaders will provide Mentor reflection and growth opportunities each month using the 7 partnership principles/ reflection questions as taken from the Reach VA conference in February 2024				Not started

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

Support from AVID (Jodie Peters) and GLAD (Anna Harvin) for professional development will be used to teach educators how to utilize engagement strategies that eliminate the pick one and shout out.

<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
<u>Analysis</u>: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)

Attendance rates of meetings (mentors and mentees)	
Improvement in instructional practices (alignment, differentiation, engagement) as evidenced by formal/informal observations	
Number of referrals from new teachers	

Domain IV: School Climate Supports	
Barrier(s): 1. Lack of positive relationships between students and a trusted adult in the building. 2. Without a trusted adult, students try to handle issues by themselves that they are not emotionally and/or socially prepared for	
SMART Goal Statement: From Fall 2023 to June 2025, 80% of students will identify at least one trusted adult in the school, as measured by PBIS and School Climate surveys. Re-entry meeting data will be used to identify the trusted adult(s) of students who have been suspended. This information will be used to foster a supportive environment in which students feel safe, which positively impacts their academic and emotional growth.	
(Evidence-based) Strategy Name: Restorative Practices (including community circles, restorative conversations (student-student or student-teacher) **Tier of Evidence:**	**Description:** Restorative practices prioritizes positive relationships between individuals. They foster a sense of belonging and shared responsibility within a community. Restorative Practices include: Community Circles Restorative Conversations Class meetings Affective Questions

Student Measure #1: By June 2025 the percentage of students who are able to indicate they have a trusted adult in the school will increase after the administration of each quarterly student safety survey	**Student Measure #2:** By June 2025, 100% of students will indicate that they have a trusted adult during re-entry meetings after a short or long term suspension measured by GWMS Re-entry Google form.
Staff Measure #1: By June 2025, 100% of Advisory teachers will implement a community circle once a month as evidenced by monthly circle walkthroughs conducted by grade level Deans of Students.	**Staff Measure #2:** By June 2025, 80% of teachers who identify students in need of this support through their team kid talk, will report proficiency in using the 2x10 relationship building strategy as measured by

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Status/Notes
1. Implement School-wide PBIS and Restorative Practices through advisory lessons, daily recognition with Prexie Bucks and positive referrals, monthly recognition with raffles & quarterly recognition with school-wide quarterly events to build student-staff rapport	August 2024	May 2025	Administration Team, All School staff, PBIS Committee	In progress (~50%)
2. Provide professional learning to the entire staff on MTSS Intervention Supports to include the 2x10 Relationship Building Strategy	August 2024	August 2024	Deans	In progress (~25%)
3. Quarterly & End of Year PBIS Surveys	October 24 January 23 March 27 June 12	June 2025	Deans, Admin, PBIS Coordinator	Not started

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

- Support from the PBIS Coordinator (Sheri James) and the Restorative Practices Coordinator (Gregory Baldwin) for professional development will be used to teach educators how to utilize PBIS strategies and Restorative Practices Strategies.

<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
1. Community Circle Walk-Through Data 2. Re-Entry Meeting Data	