

# Jefferson Houston

## Title I Schoolwide Comprehensive School Improvement/Schoolwide 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.<sup>1</sup>

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**.

---

<sup>1</sup> 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.

**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:** ACPS

**School:** Jefferson- Houston

**Principal:**Interim Head of School: Pree-Ann Johnson

**Designations (if applicable):** ATSI

## 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.

### ***Conducting Needs Assessment***

***Internal Stakeholders:*** The school will engage teachers, administrators, support staff, and students in assessing the school's strengths, weaknesses, opportunities, and threats (SWOT analysis). This may involve surveys, focus groups, and interviews to gather feedback on current practices, challenges, and areas for improvement.

***External Stakeholders:*** The school will seek input from parents, guardians, community members, local businesses, and educational partners to understand their perspectives on the school's performance and identify community needs and priorities.

### ***Selecting Evidence- and Research-Based Strategies:***

***Internal Stakeholders:*** School leadership, instructional coaches, and department heads will collaborate to review research, analyze data, and identify evidence-based strategies aligned with the school's needs assessment findings and goals.

***External Stakeholders:*** The school will consult with external experts, direct leaders, educational organizations, and research institutions to access best practices, evidence-based interventions, and innovative approaches that have been successful in similar contexts.

### ***Implementing the Plan:***

***Internal Stakeholders:*** All staff members will be trained on the school improvement plan and their roles in its implementation. Regular communication and collaboration among teachers, administrators, and support staff will ensure coordinated efforts and accountability.

**External Stakeholders:** The school will engage parents, community members, and external partners in supporting implementation efforts through volunteer opportunities, community events, and partnerships with local organizations.

**Monitoring and Evaluating the Plan:**

**Internal Stakeholders:** Data collection and analysis will be ongoing to monitor progress toward goals and identify areas needing adjustment. Regular meetings (SIP Meetings) and checkpoints will be held to review data, assess implementation fidelity, and make data-driven decisions.

**External Stakeholders:** The school will share progress updates and evaluation findings with parents, community members, and external partners through newsletters, PTA meetings, and reports. Feedback from stakeholders will be solicited to inform continuous improvement efforts.

Domain I: Academic Supports

Content Area: English Language Arts

Barrier(s):

- **High-Quality Instruction:** Inconsistent or ineffective instructional practices can hinder student progress in ELA. This involves a lack of alignment with curriculum standards, insufficient differentiation to meet diverse student needs, or ineffective teaching strategies.
- **Data-Informed Culture:** Without a culture that values data analysis, it's challenging to identify areas for improvement or track progress effectively. The school needs to consistently leverage student data to inform instructional decisions, target interventions, and measure outcomes in ELA.
- **Professional Development:** Teachers require ongoing support and training to enhance their instructional practices in ELA. This involves a lack of opportunities for professional development, limited resources for training, or insufficient focus on evidence-based intervention strategies.

**SMART Goal Statement:** By June 2024- 2025, JH will reduce the number of students scoring below the 40% percentile (VALLS-identified) in grades K-3 by 15%.

By June 2024- 2025, JH will increase the percentage of all students passing the VA Reading SOL from baseline data to 70%. Baseline data: 3rd grade: 38%; 4th grade: 42%; 5th grade 55%, 6th grade 55%, 7th grade 52%, 8th grade 60%. Also, increase pass rates for students with disabilities to 45%.

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

K-3: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade,

- Ensure that each student reads connected text every day to support reading **accuracy, fluency,** and comprehension

Tier of Evidence: Moderate

[https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc\\_foundationalreading\\_040717.pdf#page=38](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=38)

K-3: Improving Reading Comprehension in Kindergarten Through 3rd Grade

Tier of Evidence: Moderate

- Teach students how to use reading **comprehension** strategies;

<https://ies.ed.gov/ncee/wwc/PracticeGuide/14>

4-8: Providing Reading Interventions for Students in Grades 4-9, sub-strategy

Tier of Evidence: Strong

Description:

Achieving accuracy, fluency, and comprehension in connected text requires students to quickly recognize words, integrate concepts with prior knowledge, monitor their understanding, and utilize strategies to enhance comprehension. Consistent practice with connected text, coupled with constructive feedback, is crucial for fostering reading accuracy, fluency, and comprehension, starting from Kindergarten. Students benefit from exposure to a variety of texts encompassing different genres and content areas to advance their reading abilities.

Good Readers utilize various strategies to comprehend and analyze text while reading. The strategy refers to a deliberate cognitive routine employed by a reader before, during, or after reading a text. Teachers should support students in learning how to independently apply comprehension strategies through a gradual release of responsibility.

Intervention instruction should be more explicit than standard Tier 1 instruction, aligning words and comprehension practices with those used in Tier 1. The recommendation emphasizes enhancing both world and word knowledge, as

<p>- Routinely use a set of <b>comprehension</b>-building practices to help students make sense of the text <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/29">https://ies.ed.gov/ncee/wwc/PracticeGuide/29</a></p>	<p>well as comprehension-building practices, to acquire and reinforce routines and reading habits conducive to comprehension.</p>
<p><b>Student Measure #1:</b> By June 2025, 75% of students (grades 2-8) will meet projected growth on MAP assessment.</p>	<p><b>Student Measure #2:</b> Monthly, DIBELS or IDI progress monitoring of Tier II and III students in grades K-5 will be conducted with the goal that 90% of these students will meet or exceed their DIBELS AIM line of projected growth by June 2025.</p>
<p><b>Staff Measure #1:</b> By June 2025, K-5 teachers will demonstrate the application of strategies and instruction using the "ACPS Literacy Block Implementation Tool" on a bi-weekly basis to measure the quality of professional development.</p>	<p><b>Staff Measure #2:</b> By June 2025, 6-8 teachers will demonstrate the application of explicit instruction using the "ACPS Literacy Block Implementation Tool" on a bi-weekly basis to measure the quality of instruction.</p>

**Action Plan**

<p><b>Action Steps</b> (Describe the step and include who will implement and how often it will be implemented)</p>	<p><b>Start of Action Step</b></p>	<p><b>End of Action Step</b></p>	<p><b>Position Responsible for Monitoring</b></p>	<p><b>Budget (local, state, federal funds)</b></p>
<p><b>School leaders, Reading specialists, literacy coaches, and Literacy District Leaders</b> will support the implementation of the Virginia Literacy Act (VLA) training modules and best practices . The team will <b>conduct quarterly fidelity checks by monitoring/tracking through the VDOE platform</b> on expectation and completion of required training modules that focus on building knowledge of evidence-based literacy instruction aligned with science-based reading research.</p>	<p>07/1/24</p>	<p>07/31/25</p>	<p>Administration Literacy Coach Data Coach IB Coordinator SPED Specialist EL Specialist</p>	<p>School Improvement - Reading Specialist/Literacy Coach: \$89,000  Student Improvement - Academic Interventionist/VLA Reading Specialist: \$90,000</p>
<p><b>School leaders, reading specialists, and the literacy coach</b> will monitor the completion of the Virginia Literacy Act (VLA) required</p>	<p>07/1/24</p>	<p>07/31/25</p>	<p>Administration Literacy Coach Data Coach</p>	

<p>training modules on a <b>quarterly basis by tracking through the VDOE platform</b>. The team will develop a scope and sequence of training modules focused on building knowledge of evidence-based literacy instruction aligned with science-based reading research to allow teachers to implement their learning immediately in ELA instruction.</p>			<p>IB Coordinator SPED Specialist EL Specialist</p>	
<p><b>The School Leadership team and Instructional coaches</b> will develop a master schedule that is designed to provide required instructional minutes and adequate planning time on a <b>monthly basis</b>. The team will share the master schedule with teachers and district leaders for <b>feedback to implement before the school year begins</b>.</p>	06/1/24	07/10/2024	<p>Administration Literacy Coach Data Coach IB Coordinator SPED Specialist EL Specialist</p>	
<p><b>The School Leadership team</b> will monitor the implementation of the master schedule in the <b>first 6 weeks of schools to provide support and feedback, and continue to monitor effectiveness on a weekly basis through ACPS Literacy Block Implementation Tool</b> .</p>	07/1/24	09/10/2025	<p>Administration Literacy Coach Data Coach IB Coordinator SPED Specialist EL Specialist</p>	
<p><b>The School Leadership team</b> will monitor the implementation of the Literacy instructional minutes by <b>conducting bi- weekly walkthroughs</b> with a grade level and monthly site visits using the <b>ACPS Literacy Block</b></p>	07/1/24	06/10/2025	<p>Administration Literacy Coach Data Coach IB Coordinator SPED Specialist</p>	

<b>Implementation Tool</b> to identify trends and provide immediate feedback.			EL Specialist	
<b>The District Literacy Specialist, Reading Specialist, Administration and Literacy coach</b> will provide the instructional calendars and ACPS curriculum resources to teachers to ensure alignment with program-specific pacing guidance and specific time windows through <b>Weekly Literacy during Professional development by using the PLC Calendar(A document that outlines year long PLCs).</b>	07/1/24	06/10/2025	Administration Literacy Coach Data Coach IB Coordinator SPED Specialist EL Specialist District Literacy Specialist	
<b>The Reading Specialist, Literacy coach, and leadership team</b> will monitor the implementation of the instructional calendars and with program-specific pacing guidance and specific time windows through <b>lesson plans and ACPS Literacy Block Implementation Tool (walkthroughs) on a weekly basis .</b>	07/1/24	06/10/2025	Administration Literacy Coach Data Coach IB Coordinator SPED Specialist EL Specialist	
<b>The School Leadership Team, IB Coordinator and Literacy coach</b> will provide <b>monthly school-based professional learning on core (HQIM)and Evidence Based Intervention</b> for all staff in daily literacy instruction and set monthly goals for classroom implementation <b>by providing feedback through PD Feedback Tracker and the ACPS Literacy Block Implementation Tool.</b>	08/7/2024	06/10/2025	Administration Literacy Coach IB Coordinator SPED Specialist EL Specialist	Title I Instructional Planning: \$20,000
<b>Reading Specialists and Instructional</b>	08/7/2024	06/10/2025	Administration	

<p><b>Coaches</b> will monitor the implementation of core (HQIM)and Evidence Based Intervention through <b>monthly fidelity checks and progress monitoring trackers(i.e DIBELS, VALLS, etc.).</b></p>			<p>Literacy Coach IB Coordinator SPED Specialist EL Specialist</p>	
<p>The <b>SPED Director, School Leadership Team, and Literacy coach</b> will provide <b>monthly school-based professional learning</b> on core (HQIM)and Evidence Based Intervention for SPED staff in daily literacy instruction and set monthly goals for classroom implementation <b>by providing feedback through PD Feedback Tracker.</b></p>	08/7/2024	06/10/2025	<p>Administration Literacy Coach IB Coordinator SPED Specialist EL Specialist</p>	
<p><b>School Leadership team and Instructional coaches will bi-weekly or quarterly monitor</b> diagnostic assessments and/or progress monitoring measures tracker: DIBELS NWF &amp; ORF, Virginia Language &amp; Literacy Screening System (VALLSS), NWEA MAP, etc. to identify trends, and evaluate student <b>progress in weekly PLCs through data tracker.</b></p>	08/7/2024	06/10/2025	<p>Teachers Literacy Coach SIP data coach Administration Division English supervisor IB Coordinator</p>	<p>Local: \$150,000 for materials and professional learning</p> <p>(UD coaches could provide additional support for administrators and coaches in this: \$2500/day)</p>
<p><b>Teachers and Instructional Coaches will use a data tracker to analyze</b> data from diagnostic assessments and/or progress monitoring measures on a <b>weekly/quarterly basis</b> [: DIBELS NWF &amp; ORF, Virginia Language &amp; Literacy Screening System (VALLSS), NWEA MAP, etc]. to identify trends, track and</p>	08/7/2024	06/10/2025	<p>Teachers Literacy Coach SIP data coach Administration Division English supervisor IB Coordinator</p>	











evaluate student progress and <b>strategically plan small group instruction in PLCs on a weekly basis.</b>				
<b>Teachers and Instructional Coaches analyze</b> data from diagnostic assessments and/or progress monitoring measures on a <b>weekly basis: DIBELS NWF &amp; ORF, Virginia Language &amp; Literacy Screening System (VALLSS), NWEA MAP, etc. to strategically create small group instruction and reteach lessons in PLCs to be submitted via JH Canva on a weekly basis.</b>	08/7/2024	06/10/2025	Teachers Literacy Coach SIP data coach Administration Division English supervisor IB Coordinator	
<b>Teachers and Instructional Coaches</b> will collaboratively plan inquiry-based units of instruction and unit mapping by identifying high-yield Tier I teaching strategies that focus on comprehension, higher-order thinking questions, and performance tasks in <b>PLCs for each unit in quarterly Teacher Planning days by using the Teacher Planning Document.</b>	8/7/2024	6/10/2025	Teachers Literacy Coach IB Coordinator Administration	Title I Instructional Planning: \$20,000  (Funding for half-day subs or after-school compensation time; refreshments; for quarterly unit mapping.)
<b>Leadership Team and Instructional Coaches</b> will provide <b>weekly feedback on lesson plans</b> based on the incorporated best practices and resources aligned with the New K-8 ELA standards and reading plans.	8/7/2024	6/10/2025	Teachers Literacy Coach IB Coordinator Administration	
<b>Leadership Team and Instructional Coaches will provide feedback on</b> inquiry-based units of instruction and unit mapping by identifying high-yield Tier I teaching strategies that focus	8/7/2024	6/10/2025	Teachers Literacy Coach IB Coordinator Administration	

**Barrier(s):**

- **Monitoring Instruction:** Inadequate systems for monitoring math instruction in classrooms, lead to inconsistent implementation of effective teaching strategies and difficulty in identifying areas for improvement.
- **Data-Informed Culture:** Lack of a data-informed culture within the school community, resulting in limited or nonexistent use of student data to inform instructional decisions and interventions, hindering targeted support for students who are struggling in math.
- **Professional Learning:** Insufficient opportunities for professional learning and development for math educators, leading to outdated teaching practices and limited knowledge of effective instructional strategies, curriculum resources, evidence-based interventions (EBIs), and assessment methods.
- **Meaningful Collaboration:** Limited opportunities for meaningful collaboration among math teachers, instructional coaches, and other stakeholders, hindering the sharing of best practices, curriculum alignment, and problem-solving efforts to address challenges in math education.

**SMART Goal Statement:**

By June 2023- 2025, Jefferson-Houston K-8 School will increase the percentage of all students passing the VA Mathematics SOL from baseline data to 65%.  
 Baseline data from 2023: 3rd grade: 27% ; 4th grade: 32%; 5th grade: 54%, 6th grade: 34%, 7th grade: 42%, 8th grade (Algebra 1): 51%

**(Evidence-based)**

**Strategy Name:** Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

- **Representations:** Use a well-chosen set of concrete and semi-concrete representations to support students’ learning of mathematical concepts and procedures.

**Tier of Evidence:** Strong

<https://ies.ed.gov/ncee/WWC/PracticeGuide/26>

**Strategy Name:** Grades 4-8: Improving Mathematical Problem-Solving in Grades 4-8:

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

**Tier of Evidence:** Strong

<https://ies.ed.gov/ncee/WWC/PracticeGuide/16>

**Strategy Name:** Grades K-8: Assisting Students Struggling with Mathematics: **Response to Intervention (Rti)** for Elementary and Middle Schools:

**Tier of Evidence:** Strong

- Sub-strategy #3: Instruction during the intervention should be explicit and systematic,
- Sub-strategy #4: Interventions include solving word problems that are based on common underlying structures.

<https://ies.ed.gov/ncee/WWC/PracticeGuide/2>

**Description:**

Concrete and semi-concrete representations are included in core instructional programs. However, students who struggle to learn mathematics need additional, focused instruction using representations to model mathematical ideas.54 Choose representations carefully and connect them explicitly to the abstract representations (mathematical notation). If teachers do this, students can conceptualize the connection between the representations and the mathematics. It is also important to provide students with many opportunities to use representations and to help students understand the abstract nature of mathematics over time.

Students improve their mathematics learning and problem-solving skills by actively monitoring their thinking and problem-solving steps. This process involves reflecting on their actions, evaluating their problem-solving strategies, and connecting new concepts to existing knowledge. Teachers support students in developing the skill of monitoring and reflecting on their thought processes while solving math problems.

Teachers should offer clear models for solving specific problem types, employing a variety of examples. Students should engage in extensive practice applying newly learned strategies and skills. These interventions incorporate components such as teacher demonstration, student verbalization, guided practice, and corrective feedback.

<b>Student Measure #1:</b> 75% of students will demonstrate proficiency by Standard of Learning on common end-of-unit assessments. (Grades K-8)	<b>Student Measure #2:</b> By June 2025, 75% of students (grades 2-8) will meet projected growth on MAP assessment. Students in kindergarten will meet or exceed the VKRP benchmark and students in Kindergarten and 1st grade will meet or exceed their projected goal on Assessing Math Concepts (AMC) by Kathy Richardson, as measured by the grade level <a href="#">growth table</a> .
<b>Staff Measure #1:</b> By June 2025, 75% of instructional staff will <b>consistently meet or exceed</b> the expectations as identified by the math walkthrough forms and the CSIP.	<b>Staff Measure #2:</b> By June 2025, 100% of instructional staff will have <b>participated</b> in professional development and <b>implemented</b> what they learned. The focus will be on the new 2023 standards, core math resources, intervention resources, and assessments.

### 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	Budget (local, state, federal funds)
<b>The STEM Coach, Administration, IB Coordinator, and teachers will collaboratively plan</b> inquiry-based units of instruction by identifying high-yield Tier I teaching strategies, structures, higher-order thinking questions, and performance tasks in <b>PLCs for each unit in quarterly Teacher Planning days by using a Teacher Planning Agendas.</b>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Administration EL Teachers	Title I Instructional Planning: \$20,000  Title I Instructional Coach STEM: \$110,000  (Funding for half-day subs or after-school compensation time; refreshments; for quarterly unit mapping.)
<b>The teachers</b> will implement inquiry-based units of instruction by identifying high-yield Tier I teaching strategies, Evidence based intervention, explicit teaching, teaching structures( ie. co-teaching, small group, whole group) , higher-order thinking questions, and performance tasks/ content resources (ie SOL resources) <b>in PLCs for each unit in weekly</b>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Administration EL Teachers	

<b>PLCs by implementing strategies in lesson plans.</b>				
<b>EL Specialist and teachers will collaborate on inquiry-based units of instruction by integrating explicit oral and written instruction into content area teaching and small group instruction (ie. short video, targeted vocabulary, visuals, and graphics organizers) for ELL students through lesson planning on a weekly basis.</b>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Administration EL Teachers	
<b>The leadership Team and STEM coach will monitor implementation of core instructional resources in Tier I instruction on an bi-weekly basis by using the ACPS walkthrough Tool.</b>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Administration EL Teachers	
<p><b>The Administration, SPED Director and STEM Coach will conduct bi-weekly monitoring of the quality of instruction for Specially Designed Instruction (SDI) provided by SPED teachers and general math interventions for students with disabilities (SWD) using the ACPS Walkthrough Tool.</b></p> <p>The walkthrough will focus on identifying evidence-based practices (EBPs), the use of the Concrete Representational Abstract (CRA) approach, and other visual aids to support effective teaching and learning.</p>	8/7/2024	6/10/2025	Administration STEMCoach Data Coach IB Coordinator SPED Specialist EL Specialist	Title I STEM Coach: \$110,000

<p><b>The STEM coach and Leadership team will analyze the data of Math instruction and interventions implementation to provide corrective feedback in weekly PLCs to incorporate the feedback in upcoming lesson plans.</b></p>	8/7/2024	6/10/2025	Administration STEMCoach Data Coach IB Coordinator SPED Specialist EL Specialist	
<p><b>The instructional coach, Administration, teacher, and STEM Coach will analyze common post assessments, performance tasks, Virginia Growth Assessments, MAP Data, AMC data, and VKRP data to track and evaluate student progress in weekly PLCs to review from the data tracker or online digital platforms.</b></p>	8/7/2024	6/10/2025	Teachers Data Coach STEM Coach Administration	Student Improvement - Instructional Coach - DATA: \$80, 000 approximately \$500 for digital access to the AMC student progress monitoring
<p><b>The instructional coach, Administration, and STEM Coach will utilize data to develop and execute plans for reteaching skills and assessing progress throughout each unit during weekly PLCs through lesson plans and ACPS Walkthrough Tool.</b></p> <p>The goal is for teachers to facilitate student learning in mathematical problem-solving by identifying areas of difficulty through comparative analysis. Teachers will use this analysis to develop a pacing guide that supports and enhances the understanding of mathematical concepts and notation. Additionally, teachers will provide students</p>	8/7/2024	6/10/2025	Teachers STEM Coach Data Coach Administration	Student Improvement - Instructional Coach - DATA: \$80, 000

<p>with multiple opportunities to practice problem-solving strategies and model various approaches.</p>				
<p><b>The Stem Coach and Administration</b> will create and establish clear systems when conducting an effective Math Professional Develop Cycle with a consistent target focus, data driven, modeling, planning, practicing and grade level alignment on a <b>weekly basis through PLC agendas.</b></p> <p><b>The Leadership team will observe PLCS bi-weekly</b> to provide targeted support and feedback to improve PLC sessions.</p>	8/7/2024	6/10/2025	<p>Teachers STEM Coach IB Coordinator Data Coach Administration</p>	<p>Title I Instructional Planning: \$20,000</p>
<p><b>The Stem Coach, instructional coaches, and Administration</b> will organize school-based professional learning with the division instructional specialists <b>through PLCs and school meetings</b> on the implementation of the 2023 mathematics standards of learning in classroom instruction.</p> <p><b>The Stem Coach and division instructional specialist will plan monthly site visits by using the ACSP Walkthrough tool</b> to identify trends and feedback to improve classroom instruction.</p>	8/7/2024	6/10/2025	<p>Teachers STEM Coach IB Coordinator Data Coach Administration</p>	

<p><b>STEM Coach and Administration will provide monthly training to fully Implement</b> division-approved interventions including Zearn and Math 180 throughout the school year, and <b>track usage through the platforms.</b></p>	8/7/2024	6/10/2025	Teachers STEM Coach Data Coach Administration	<p>Title I Saturday School Tutoring: \$20,000</p> <p>Title I Transportation to Saturday School: \$6000</p> <p>Title I Technology Resources for Interventions: \$43,600</p> <p>Funds for tutoring and tutoring coordinator. Around \$2500 for Zearn workbooks</p>
<p><b>The Leadership team, STEM coach, MTSS Team will monitor</b> instruction and implementation of tier 2 and tier 3 interventions through a <b>4-6 week data cycle during Kid Talks and grade level planning meetings on a monthly basis</b> to determine growth based on evidence based interventions.</p> <p>Math Interventions: Do the Math, Zearn, Dreambox, Math180</p>	8/7/2024	6/10/2025	Administration STEM Coach Data Coach IB Coordinator SPED Instructional Specialist EL Instructional Specialist MTSS Team	Title I Instructional Coach STEM: \$110,000
<p><b>The IB Coordinator will conduct quarterly PLCs to inform teachers and staff about the implementation of the IB programs/event, expectations, goals, and</b> IB district inquiry assessment for each elementary and middle unit of inquiry by <b>providing IB agenda and handouts .</b></p>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Grade level administrator	IB Operating Budget Funds: \$10,000
<p><b>The IB Coordinator will monitor and analyze</b> the growth of the IB program through</p>	8/7/2024	6/10/2025	Teachers STEM Coach	

<p><b>quarterly walkthroughs by using the IB district of inquiry assessment rubrics for elementary and middle school students. The IB Coordinator will share data from the rubric and walkthrough at monthly staff meetings.</b></p>			<p>IB Coordinator Grade level Administrator</p>	
<p><b>Instructional coaches, Administration, and teachers will engage in quarterly peer observations to support professional learning initiatives. These sessions will allow teachers to observe best practices and learn from each other, guided by an instructional leader, and will be tracked using a peer observation tracker protocol .</b></p>	<p>8/7/2024</p>	<p>6/10/2025</p>	<p>Principal, Assistant Principals, Instructional coaches</p>	<p>Title I Instructional Coach STEM: \$110,000  Funds for planning purposes, professional learning materials, and refreshments and instructional material</p>
<p><b>During coaching sessions, instructional coaches, Administration, and teachers will debrief observations, discussing trends and identifying best-practice strategies. They will collaboratively create action plans to implement peer observation strategies and teacher moves in upcoming lessons, typically within the following week. These action steps and plans will be documented in the peer observation tracker protocol .</b></p>	<p>8/7/2024</p>	<p>6/10/2025</p>	<p>Principal, Assistant Principals, Instructional coaches</p>	

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

The division will provide support through adoption of high-quality instructional materials, coordinating ongoing training(s), implementation of evidence-based literacy instruction, and provide opportunities for networking across buildings with observations of expected practices for principals and teachers. The division will use principal meetings to model strategies and visit other buildings. Assigned division staff will support the school through participating in walkthroughs, giving feedback, and meeting with the schools during team meetings.

**Evidence: 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)
<p>August- September: Teachers will plan and implement inquiry-based units of instruction by identifying high-yield Tier I teaching strategies, structures, higher-order thinking questions, and performance tasks in PLCs for each unit. Progress will be monitored through regular PLC meetings, where teachers will discuss and refine these strategies and tasks. The effectiveness of these instructional units will be evaluated based on student performance data and feedback during PLC sessions. Documentation of the planning and implementation process, including meeting minutes and lesson plans, will serve as evidence of progress.</p>	
<p>September- November: Conduct weekly or monthly focus walks to monitor the implementation of core instructional resources in Tier I instruction. Utilize observation tools and checklists to ensure consistency and thoroughness during focus walks. Collect and analyze data from focus walks to identify trends, strengths, and areas for improvement. Provide feedback to teachers based on focus walk observations to support instructional development. Document findings and actions taken in response to focus walk data to track ongoing progress.</p> <p>Informal Walkthrough data:</p>	
<p>November- December: Analyze common post-assessments, performance tasks, Virginia Growth Assessments, MAP data, AMC data, and VKRP data to track and evaluate student progress. Use data analysis to identify trends, strengths, and areas for improvement in student performance. Adjust instructional strategies based on data findings to address identified needs and enhance student learning. Share data analysis results with teachers and staff during PLC meetings to inform instructional planning. Document changes in instructional approaches and monitor their impact on student progress.</p>	
<p>December -February: Utilize data to develop and execute plans for reteaching skills. Measure student progress throughout each unit in PLCs. Focus on reteaching power standards based on data analysis. Monitor and document the impact of reteaching plans on student achievement. Share progress and outcomes with PLC members to inform ongoing instructional strategies.</p>	

<p><b>March- April:</b> Evaluate the monitoring of instruction and implementation of Tier 2 and Tier 3 interventions through a data cycle spanning 4-6 weeks. Analyze student performance data to assess the effectiveness of interventions. Adjust and refine intervention strategies based on data findings. Document the progress and outcomes of interventions in student performance records through MTSS and tracker. Share data and findings with instructional teams to guide future instructional decisions.</p>	
<p><b>May:</b> Evaluate the impact of professional learning and coaching sessions on integrating the 2023 mathematics standards of learning. Collaborate with division instructional specialists to align training and support. Conduct regular assessments during PLCs and school meetings to measure the effectiveness of integration. Collect and analyze feedback from teachers on the applicability and success of the new standards. Document improvements in instructional practices and student outcomes related to the new standards. Adjust professional learning plans based on assessment data and feedback to ensure continuous improvement.</p>	
<p><b>June:</b> Review and update instructional calendars and ACPS curriculum resources to align with program-specific pacing guidance. Ensure designated time windows for the upcoming year are appropriately scheduled. Conduct regular reflection sessions to assess alignment and make necessary adjustments. Document changes and improvements made to the instructional calendars. Collect feedback from teachers on the effectiveness of the pacing and alignment. Monitor student outcomes to ensure the alignment supports effective learning and teaching.</p>	

**Domain I: Academic Supports**

**Content Area: Science**

**Barrier(s):**

- **Classroom Culture/Instruction:** Inadequate classroom culture and instructional practices impede student engagement and learning in Science. This includes a lack of hands-on activities, limited inquiry-based learning implementation in K-8, or ineffective integration of technology in science instruction.
- **Staff Development & Professional Development:** Insufficient staff development and professional development opportunities hinder teacher effectiveness and student achievement in Science. The lack of training in new science standards or curriculum resources, limited access to professional development workshops or conferences, or inadequate support for implementing inquiry-based teaching methods.

**SMART Goal Statement:**

By June 2025, JH will increase the percentage of all students passing the VA Science SOL from baseline data to 60%. Baseline data 2023 SOL Results: 5th grade 54% and 8th grade 22%.

**(Evidence-based)**

**Strategy Name:** Inquiry-Based Teaching

**Tier of Evidence:** Weighted Mean Effect Size 0.60

**Description:**

Inquiry-based instruction is a student-centered approach where the instructor guides the students through questions posed, methods designed, and data

<p><a href="https://www.visiblelearningmetax.com/influences/view/inquiry-based_teaching">https://www.visiblelearningmetax.com/influences/view/inquiry-based_teaching</a></p> <p><b>Strategy Name:</b> Engage students by offering curricula and programs that connect schoolwork with college and career success and that improve students’ capacity to manage challenges in and out of school.</p> <p><b>Tier of Evidence:</b> Strong</p> <p><a href="https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35">https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_dropout_092617.pdf#page=35</a></p>	<p>interpreted by the students. Through inquiry, the aim is for students to actively discover information and accumulate evidence to support their investigations. This could include asking questions and solving problems and often includes procedures such as small-scale investigations and practical projects.</p> <p><b>Students are engaged in school when they are interested in their classes and see them as important to their future, and when they feel they belong in school. Engaged students have good attendance, come to class prepared, and are able to navigate daily challenges in and out of school. These behaviors, in turn, improve course pass rates and help students establish positive relationships with teachers and peers, reinforcing students’ sense of belonging in school.</b></p>
<p><b>Student Measure #1:</b> 55% of the students (grades 4-8) will demonstrate proficiency on unit assessments and district provided benchmarks.</p>	<p><b>Student Measure #2:</b> Students in grades K-3 will demonstrate growth on the science and engineering practices (SEP) rubrics and/or in performance check-ins.</p>
<p><b>Staff Measure #1:</b> By June 2025, 75% of instructional staff will <b>consistently meet or exceed</b> the expectations as identified by the science walkthrough forms and the CSIP.</p>	<p><b>Staff Measure #2:</b> By June 2025, 100% of instructional staff will have <b>participated</b> in professional development and <b>implemented</b> what they learned. The focus will be on the science inquiry, the 5E model, engagement, alignment, rigor, and assessments.</p>

<b>Action Plan</b>				
<b>Action Steps (Describe the step and include who will implement and how often it will be implemented)</b>	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
<p><b>Teachers, STEM Coach, Administration, and the IB Coordinator</b> will collaboratively plan inquiry-based units of instruction using the 5E model by focusing on Scientific Inquiry and Science/Engineering practices are interwoven identifying high-yield Tier I teaching strategies, structures, higher-order thinking questions, and performance tasks in <b>PLCs for each unit in quarterly Teacher Planning days</b></p>	<p>8/7/2024</p>	<p>6/10/2025</p>	<p>Teachers STEM Coach IB Coordinator Administration</p>	<p>Title I Instructional Coach STEM: \$110,000</p> <p>(Funding for half-day subs or after-school compensation time; refreshments; for quarterly unit mapping, and afterschool or Saturday school)</p>

<p>The <b>teachers</b> will implement inquiry-based units of instruction by using the 5E model by focusing on Scientific Inquiry and Science/Engineering practices are interwoven identifying high-yield Tier I teaching strategies, Evidence based intervention (EBI), explicit teaching, teaching structures( ie. co-teaching, small group, whole group) , higher-order thinking questions, and performance tasks/ content resources (ie SOL resources) <b>in PLCs for each unit in weekly PLCs.</b></p>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Administration	
<p>The <b>Stem Coach and Administration</b> will organize school-based professional learning with the <b>division Science Specialists</b> on a <b>quarterly basis through PLCs and school meetings</b> on the implementation of unit planning process to ensure alignment to standards using the 5E model by focusing on Scientific Inquiry and Science/Engineering practices, and <b>document through PLC agendas.</b></p>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Administration Division Science specialists	
<p><b>Teachers and STEM Coach</b> will collaboratively plan <b>purposefully integrate</b> opportunities for literacy in <b>science lessons on a daily basis that's detailed in weekly lesson plans.</b></p>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Administration EL Teachers	Title I Instructional Coach STEM: \$110,000

<p><b>EL Specialist and teachers will collaborate on</b> inquiry-based units of instruction of the 5E model by focusing on Scientific Inquiry and Science/Engineering practices by integrating explicit oral and written instruction into content area teaching and small group instruction (ie. short video, targeted vocabulary, visuals, and graphics organizers) for ELL students <b>through lesson planning on a weekly basis</b></p>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Administration EL Teachers	
<p><b>The leadership Team and STEM coach will monitor</b> implementation of core instructional resources in Tier I instruction on an <b>bi-weekly basis</b> by using the <b>VDOE Science Classroom Observation Tool.</b></p>	8/7/2024	6/10/2025	Administration STEMCoach Data Coach IB Coordinator SPED Specialist EL Specialist	Title I Instructional Coach STEM: \$110,000
<p><b>The instructional coach, Administration, teachers, and STEM Coach</b> will analyze common post-assessments, district benchmarks, local alternative assessments, and performance task data to track and evaluate student progress in <b>weekly PLCs to review from the data tracker or online digital platforms.</b></p>	8/7/2024	6/10/2025	Teachers STEM Coach Data Coach	Student Improvement - Instructional Coach - DATA: \$80, 000
<p><b>The IB Coordinator will conduct monthly PLCs to inform teachers and staff about the implementation of the IB programs/event, expectations, goals, and IB district inquiry assessment for the middle unit of inquiry by providing IB agenda and handouts .</b></p>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Grade level administrator	

<p><b>The IB Coordinator will monitor and analyze</b> the growth of the IB program through <b>monthly walkthroughs by using the IB district of inquiry assessment rubrics for middle school students.</b> The <b>IB Coordinator</b> will share data from the <b>rubric and walkthrough at monthly staff meetings.</b></p>	8/7/2024	6/10/2025	Teachers STEM Coach IB Coordinator Grade level administrator	
<p><b>The Stem Coach, instructional coaches, and Administration</b> will organize school-based professional learning with the division instructional specialists <b>through PLCs and school meetings</b> on the implementation of Inquiry Units of Study of learning in classroom instruction.</p> <p><b>The Stem Coach and division instructional specialist will plan monthly site visits by using the VDOE Science Classroom Observation Tool</b> to identify trends and feedback to improve classroom instruction.</p>	8/7/2024	6/10/2025	STEM Coach IB Coordinator Data Coach Administration	Title I Instructional Coach STEM: \$110,000

**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.

The division will provide support through adoption of high-quality instructional materials, coordinating ongoing training(s), implementation of evidence-based literacy instruction, and provide opportunities for networking across buildings with observations of expected practices for principals and teachers. The division will use principal meetings to model strategies and visit other buildings. Assigned division staff will support the school through participating in walkthroughs, giving feedback, and meeting with the schools during team meetings.

**Evidence: 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)**

August- September: Regular attendance and active participation of PLC members in scheduled meetings focused on integrating literacy into science lessons, through documentation of collaborative efforts and integration strategies discussed during PLC sessions. Implementation of core instructional resources observed and monitored during classroom walkthroughs to analysis of student engagement and performance data related to literacy integration in science lessons to adjustments and improvements in Tier I instruction.

September- November : Utilization of data trackers or online digital platforms to access common post-assessments, district benchmarks, local alternative assessments, and performance task data to analyze student progress data during PLC meetings, focusing on trends, strengths, and areas needing improvement. Collaborative discussions among team members to interpret assessment results and identify instructional implications. Development of action plans based on data analysis to address identified student needs and enhance teaching strategies, differentiated instructional approaches and interventions based on data-driven decisions.

Documentation of strategies implemented in lesson plans and adjustments made based on student progress monitoring from data talk(tracker).

Artifacts

<p>- Developing Data tracker</p>	
<p>November- December: The IB Coordinator focused on IB program implementation, expectations, goals, and district inquiry assessments. Attendance and engagement of teachers and staff in PLC meetings, implementation of IB district inquiry assessments within the middle unit of inquiry, as outlined in the PLC discussions. Documentation of meeting agendas, handouts, and minutes to track topics covered and decisions made.</p> <p>( Redevelop this action plan with specific for what teacher will do and IB coordinator will take to achieve the goal)</p> <p>How will you know this happening and desire effect on students?</p>	
<p>December -February: Collaborative planning sessions involving Teachers, STEM Coach, Administration, and IB Coordinator focusing on inquiry-based units of instruction using the 5E model. Documentation of quarterly Teacher Planning days dedicated to planning scientific inquiry and science/engineering practices integrated with high-yield Tier I teaching strategies. Integration of the 5E model into unit planning discussions during PLCs, with a focus on identifying structures, higher-order thinking questions, and performance tasks, and use of digital platforms or data trackers to record planning outcomes and action steps identified during PLC sessions.</p>	
<p>March- April: Lesson plans and unit outlines developed collaboratively during weekly PLCs, integrating the 5E model and focusing on scientific inquiry and science/engineering practices.</p>	

Use of evidence-based interventions (EBIs) and explicit teaching strategies documented in lesson plans and instructional materials reviewed during PLC meetings. Incorporation of high-yield Tier I teaching strategies such as differentiated instruction, cooperative learning, and formative assessment techniques discussed and implemented in PLCs. Documentation of teaching structures utilized (e.g., co-teaching models, small group instruction, whole group discussions) to support student engagement and learning outcomes. Development and integration of higher-order thinking questions into lesson plans and instructional activities, aligned with curriculum objectives and student learning goals. Utilization of performance tasks and content resources (e.g., SOL resources, authentic assessments) discussed and incorporated into unit planning during PLC sessions. Review and analysis of student work samples, assessments, and performance data to evaluate the effectiveness of inquiry-based instruction and make instructional adjustments. Feedback and reflections from teachers on the implementation of inquiry-based units, documented through PLC meeting notes, teacher reflections, and peer observations.

May-June:Regular bi-weekly observations using the VDOE Science Classroom Observation Tool to assess the implementation of core instructional resources in Tier I science instruction.Documentation of observations and feedback provided to teachers based on the Science Classroom Observation Tool criteria, focusing on alignment with state standards, instructional strategies, and student engagement.

Analysis of observation data to identify trends, strengths, and areas for improvement in Tier I science instruction across classrooms. Collaboration between the leadership team and STEM coach to develop action plans and professional development sessions based on observation findings to enhance Tier I science instruction. Teacher reflections and adjustments to instructional practices based on feedback from the Science Classroom Observation Tool, demonstrating continuous improvement in delivering effective science instruction.

**Domain II: Staffing Supports**

**Barrier(s):**

**Recruitment challenges:** Difficulty in attracting high-quality teachers and support staff to schools and classrooms that are most in need of support due to factors such as time, or academic performance.

**Retention issues:** Difficulty in retaining talented educators in high-need schools and classrooms, leading to high turnover rates and instability in staffing.

**Placement challenges:** Challenges in effectively matching teachers and support staff with the specific needs and demographics of schools and classrooms, leading to mismatches in skills, experience, or cultural fit.

**Inadequate Professional Development:** Insufficient training opportunities for staff can impede their ability to effectively implement instructional strategies, utilize technology, and meet the diverse needs of students.

**Resource constraints:** Limited resources and funding for recruitment efforts, professional development, and support programs for teachers and principals in high-need schools and classrooms

**SMART Goal Statement:** By June 2025, JH will increase the retention rate of high-quality staff with required licensure by 25%.

**(Evidence-based) Strategy Name:** Mentoring

The evidence-based strategy of mentoring involves using proven methods and practices that have been validated by research to effectively support and guide mentees.

Here's an explanation of this strategy broken down into key components:

1. Structured Mentoring Programs: Establish clear goals and objectives for the mentoring program, ensuring both mentors and mentees understand the desired outcomes.
2. Matching Mentors and Mentees: Pair mentors and mentees based on their skills, experiences, and goals to foster a productive and supportive relationship.
3. Regular Meetings and Communication: Ensure consistent and ongoing communication between mentors and mentees to build trust and provide continuous support. Adapt the mentoring approach based on the needs and progress of the mentee.
4. Providing Resources and Support: Equip mentees with the necessary resources, tools, and support systems to help them succeed. Implement a system for giving and receiving feedback to continuously improve the mentoring process.

**Description:**

Studies have shown that well-designed mentoring programs lower the attrition rates of new teachers (Woods, 2016). "Retaining effective teachers is critical in reducing recruitment costs and providing instructional stability, particularly in schools with high-poverty and high-minority populations" (Malready et al., 2021, p. 88).

New teachers benefit from the experience of their mentors, while mentors gain the opportunity to thoroughly examine their own teaching practices and effectiveness. Prepared and trained teachers are crucial to maintaining high educational quality for students. Therefore, it is imperative for mentors to understand how to guide new teachers in their roles.

Three key elements cited for an effective mentoring program include building relationships, enhancing classroom management, and improving instructional practices. When mentors effectively prepare new teachers by teaching them classroom management and lesson planning, it helps reduce stress levels and encourages job longevity.

<https://scholarworks.calstate.edu/downloads/qf85nh65b>

<p>5. Building a Supportive Community: Foster a culture of mentoring within the organization to encourage knowledge sharing and professional development.</p> <p>By implementing this evidence-based strategy, mentoring can more effectively support the development and growth of mentees, leading to better outcomes for individuals and the organization as a whole.</p> <p><b>Tier of Evidence: Tier 1 (Strong)</b></p>	
<p><b>Student Measure #1:</b> By June 2025, JH will increase the rating on student climate surveys by 25%.</p>	<p><b>Student Measure #2:</b> By June 2025, JH will Increase the overall student participation in the School Climate Survey rate by 5%.</p>
<p><b>Staff Measure #1:</b> By June 2025, JH will increase staff retention by 25%.</p>	<p><b>Staff Measure #2:</b> By June 2025, JH will increase the number of high-quality staff with required licensure by 25%.</p>

**Action Plan**

<p><b>Action Steps (Describe the step and include who will implement and how often it will be implemented)</b></p>	<p><b>Start of Action Step</b></p>	<p><b>End of Action Step</b></p>	<p><b>Position Responsible for Monitoring</b></p>	<p><b>Budget (local, state, federal funds)</b></p>
<p><b>The School administrators and designated staff members will coordinate with the HR Recruitment Department to participate in the district-wide monthly virtual or in person teacher recruitment fair to attract high-quality licensed staff anytime there is a vacancy.</b></p>	<p>07/01/2024</p>	<p>06/10/2025</p>	<p>Human Resources (HR) department, school administrators, and designated staff members.</p>	
<p><b>School administrators will establish a mentorship program for new teachers during pre-service week or the first two weeks of school to provide mentor guidance, support, and professional development opportunities on a monthly basis through an initial Kick off meeting .</b></p>	<p>07/01/2024</p>	<p>8/05/2024</p>	<p>School administrators</p>	
<p><b>School Administrators and Instructional Coaches will monitor</b> mentorship program for new teachers</p>	<p>08/01/2024</p>	<p>06/10/2025</p>	<p>School Administrators Instructional Coaches</p>	

to ensure mentees are receiving consistent guidance, support, and professional development opportunities on a <b>monthly basis by mentors through monthly Check-in meetings with instructional coaches .</b>			Mentors	
<b>School administrators, Central Office Instructional Specialists will collaborate</b> closely with the HR department Recruitment Department to <b>identify</b> and <b>address</b> challenges in filling positions, especially those in high-demand or specialized areas on a monthly basis.	07/01/2024	6/10/2025	School administrators, Central Office Instructional Specialists	
<b>School administrators, Central Office Instructional Specialists will collaborate</b> closely with the HR department of Credentials Department to monitor staff that are not fully credentialed on a quarterly basis and check-in meetings.	07/01/2024	6/10/2025	School administrators, Central Office Instructional Specialists Teachers	
<b>School administrators actively collaborate with division leadership</b> to allocate teachers with instructional expertise and experience with high-risk populations on a <b>monthly basis.</b>	07/01/2024	06/10/2025	School administrators, Central Office leadership	
<b>The school based Special Education team and Instructional Specialist will begin Implementing monthly</b> targeted professional development, allocating appropriate resources, and fostering collaborative strategies to support teachers in addressing the academic needs of high-risk students and supporting the mindset on an ongoing basis.	08/07/2024	06/10/2024	School administrators, Instructional Specialists Director of SPED, Behavior Specialist, Instructional coach, District SPED department personnel	

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

The division will support JH by offering comprehensive training and professional development sessions for school leaders and staff, covering effective staffing practices such as recruitment, hiring, placement, and retention strategies. Additionally, resources will be allocated to support staffing initiatives, and collaborative planning sessions will be facilitated among school leaders, teachers, and stakeholders to identify needs, set goals, and develop action plans to tackle staffing challenges.

**Evidence:** 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)
<p>August-October: Coordination between school administrators, designated staff members, and HR Recruitment Department to participate in district-wide monthly virtual or in-person teacher recruitment fairs to attract high-quality licensed staff to fill vacancies promptly. Utilization of recruitment fair data to track outreach and engagement, and monitoring recruitment outcomes such as applications received and positions filled.</p>	
<p>October -November: Implementation of a mentorship program for new teachers initiated by school administrators to scheduling mentor guidance, support, and professional development opportunities monthly. Regular assessment of mentorship program effectiveness through feedback from participants. Documentation of mentorship activities and outcomes to track progress and ensure program goals are met.</p> <p>Artifacts handbook Agenda/ rosters</p>	
<p>December -January: Collaboration between administrators, Central Office Instructional Specialists, and HR Recruitment Department through monthly meetings to identify and address challenges in filling positions, particularly in high-demand or specialized areas. Data-driven discussions and analysis of recruitment metrics to monitoring and tracking of recruitment efforts and outcomes. Documentation of meeting minutes and action plans to ensure transparency and accountability in addressing staffing challenges effectively.</p>	
<p>February- March: Conduct ongoing or regular collaboration meetings to assess staffing needs, review teacher allocations, and adjust as necessary based on student demographics and performance data.</p>	

May: Implement initiatives that create positive incentives and staff recognition to improve staff culture and foster a sense of belongingness. (I.e. Staff/teacher of the model, teacher of the year, teacher superlatives, etc.)	
June: Begin recruiting for the upcoming and offering summer professional development opportunities to enhance teacher investment.	

### Domain IV: School Climate Supports

**Barrier(s):**

**Family Engagement:** Limited family engagement creates a lack of communication between school and families, cultural or language barriers, and limited opportunities for parents to participate in school activities and decision-making processes.

**Family Instructional Supports:** Inadequate support for families to help their children with learning at home impacts students' achievement due to limited access to educational resources, lack of guidance on how to support student learning, or challenges related to parents' own educational backgrounds or time constraints.

**Attendance Supports:** Poor attendance disrupts learning and impacts student progress. This may include transportation issues, health concerns, disengagement with school, or lack of awareness about the importance of regular attendance among students and families.

**School Discipline:** Inconsistent or ineffective disciplinary practices contribute to a negative school climate and impact student behavior and academic achievement. The lack of clear expectations for behavior, disproportionate disciplinary actions, or limited resources for implementing positive behavior interventions and supports (ie. PBIS, SEAL/Mindset/IB learner profile).

**SMART Goal Statement:** By June 2023 -2025, the 3rd, 5th, and 8th grade cohort at JH will achieve a 2-5% reduction in absenteeism through the implementation of targeted attendance interventions, parent engagement initiatives, and student support programs.

<p><b>(Evidence-based) Strategy Name:</b> <i>Daily Student Attendance Systematic Plan</i></p> <p><b>Tier of Evidence:</b> Choose an Item</p> <p><a href="https://ies.ed.gov/ncee/rel/infographics/pdf/REL_AP_Positive_School_Culture.pdf">https://ies.ed.gov/ncee/rel/infographics/pdf/REL_AP_Positive_School_Culture.pdf</a></p>	<p><b>Description:</b></p> <p>Everyone in a school community contributes to school culture. School culture is the beliefs, attitudes, and behaviors that arise over time from how people treat and feel about each other, as well as how the school community faces challenges and celebrates successes.</p>
<p><b>Student Measure #1:</b> By the end of June 2025, JH will increase the overall daily student attendance rate by 5% by tracking daily student attendance on Powerschool .</p>	<p><b>Student Measure #2:</b> By the end of June, JH will reduce monthly number of disciplinary incidents by 15% by the end of the semester by reviewing discipline reports on SBAR.</p>

**Staff Measure #1:** By the end of each month, JH will consistently examine and assess the attendance data to pinpoint patterns, discrepancies, and opportunities for enhancement in attendance and communication, aiming for a 25% improvement by using Power BI detail frequency reports .

**Staff Measure #2:** By the end of June, JH will increase family engagement in school activities by 20% within the next academic year by analyzing the results from the parent climate surveys quarterly.

**Action Plan**

<b>Action Steps (Describe the step and include who will implement and how often it will be implemented)</b>	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
<b>The SST, Registrar, Administration, and Support Staff</b> will monitor the implementation of the multi-tiered approach to support student attendance by selecting an attendance committee to <b>track attendance data monthly through meetings and documented on the attendance trackers.</b>	8/7/2024	6/10/2025	Family Liaison Registrar SST	
<b>The Attendance committee</b> will identify strategies to improve student attendance monthly, enforce the school-wide attendance plan, and <b>implement</b> individual student attendance plans as needed on a <b>monthly basis through meetings and documented on the attendance trackers.</b>				
<b>The Family Liaison and Family engagement Committee</b> will monitor the implementation of the <b>monthly</b> family workshops that include providing resources and opportunities for at least two sessions during the 24-25 school year that focus on math, literacy, science, SPED, and social studies <b>throughout the year.</b> The family will track family participation through <b>attendance sheets.</b>	8/7/2024	6/10/2025	Family Liaison SST Instructional Coaches Teachers Family engagement Committee	Title I Parent Liaison Extended Hours: \$20,000

<b>The Family Liaison will solicit and recruit</b> external partnerships to host family engagement events <b>quarterly at the school or in the community.</b>	8/7/2024	6/10/2025	Family Liaison	Title I Parent Liaison Extended Hours: \$20,000
<b>PBIS District Leader, PBIS Liaison, Family Liaison, and teachers will monitor the implementation of</b> the Schoolwide PBIS to establish a comprehensive incentive program that operates <b>on both a monthly and weekly schedule, with students earning positive points daily.</b>	8/7/2024	6/10/2025	PBIS District Leader PBIS Liaison Family Liaison SST Instructional Coaches Teachers	
<b>PBIS Liaison and SST will provide monthly feedback</b> to teachers on PBIS best practices and grade-level appropriate restorative practices to better address the needs of students through staff meetings.	8/7/2024	6/10/2025	PBIS Liaison SST Instructional Coaches	
<b>Administrators will monitor the all School Committee Groups to ensure</b> teachers and staff are collaborating and foster community building to enhance various aspects of the school <b>on a monthly basis during committee meetings.</b> (ie. Committees, etc.)	8/7/2024	6/10/2025	Administrators School Committee Groups SST Instructional Coaches	
<b>The leadership team will create</b> structures that create an increased collaborative environment in which co-teachers, encore teachers, elective teachers, specialists, coaches, and support staff are supporting general education teachers to ensure a holistic approach to supporting teaching and learning (for example, conferences, and family contacts, small group instruction) during common planning times in the schedule that will facilitate bi-weekly.	8/7/2024	6/10/2025	Administration SST Instructional Coaches	
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				

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.

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.

The division will bolster JH by providing training sessions and resources to school leaders and staff members, focusing on effective climate support strategies. This may encompass workshops dedicated to fostering positive school culture, implementing restorative practices, and advancing social-emotional learning. Additionally, the division will establish systems for monitoring the efficacy of climate supports, which may entail conducting regular surveys or assessments among students, parents, and staff to gather feedback on the school environment.

**Evidence:** 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)
<p>August- May: Teachers regular attendance and participation in selected school committee meetings to implement committee recommendations and initiatives aimed at school improvement, by providing meeting agendas, minutes, and action items.</p> <p>Add agenda or slides</p>	
<p>September: The attendance committee is dedicated to tracking attendance data on a monthly basis to implement the comprehensive school-wide attendance plan, and use documentation of attendance committee meetings, actions taken, and outcomes achieved.</p>	

<p>October: Coordination of quarterly family engagement events hosted either at the school or within the community to establish external partnerships through proactive outreach and recruitment efforts; documentation of partnership agreements and event planning logistics with participation and feedback from families attending engagement events through survey or attendance tracker.</p>	
<p>November: Creation and dissemination of a comprehensive Schoolwide PBIS implementation plan outlining monthly and weekly schedules for incentive programs. Regular monitoring of PBIS implementation by PBIS District Leader, PBIS Liaison, Family Liaison, and teachers. Documentation of student participation and positive points earned through daily tracking mechanisms and analysis of data to evaluate the effectiveness of incentive programs in promoting positive behavior.</p>	
<p>December: Monthly provision of feedback by PBIS Liaison and SST (Student Support Team) during staff meetings. Implementation of PBIS best practices tailored to grade-level needs of restorative practices discussed in staff meetings to address student needs effectively. Documentation of feedback provided to teachers regarding PBIS implementation and restorative practices. and monitoring of teacher implementation of PBIS strategies and restorative practices through tracking system points..</p>	

January- February : Establishment of collaborative structures by the leadership team to support a holistic approach to teaching and learning as a result of Inclusion of co-teachers, encore teachers, elective teachers, specialists, coaches, and support staff in common planning times. Implementation of bi-weekly scheduled common planning times to enhance support for teaching and learning and address student needs effectively. Documentation of collaborative efforts and activities during common planning times such meeting agenda or notes to promote a cohesive teaching approach.

February -June: Implementation by the Family Liaison and Family Engagement Committee to conduct Monthly family workshops scheduled throughout the 2024-2025 school year focused on providing resources and opportunities in math, literacy, science, SPED, and social studies. Planning for at least two sessions per academic year dedicated to each subject area. Utilization of attendance sheets to track family participation in workshops. Evaluation of workshop effectiveness based on attendance and participant feedback via survey.