

Virginia's Comprehensive School Improvement Plan

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

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

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

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

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

How to use the Virginia Comprehensive School Improvement Plan:

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

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



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

Profile Information	
Division: Alexandria City Public Schools	School: Jefferson-Houston PK-8 IB School
Principal: Dr. Adaarema Kelly	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.	
Conducting the Needs Assessment: ● Internal Stakeholders: ○ Teachers, Staff, and Administrators will engage in focus groups, surveys, and regular meetings to provide feedback on current instructional practices, student performance, and areas of need. ○ School Leadership will facilitate data analysis sessions/meetings, reviewing academic performance, attendance, behavior, and other key metrics to identify gaps and areas for improvement. ● External Stakeholders: ○ Parents and Community Members will be invited to participate in surveys or Parent meetings to share their perspectives on school needs, support for students, and overall school culture.	

- School District and Local Agencies or Organizations may be consulted to assess community needs and opportunities for partnerships that support school goals.
- Student Feedback will be collected through surveys or student advisory to gain insights into the challenges they face in their learning environments.

Selecting Evidence- and Research-Based Strategies:

- **Internal Stakeholders:**

- Teachers and Staff will collaborate with the school leadership team to review academic research, district reports, and proven strategies aligned with identified needs. This may include workshops or training sessions to ensure staff understand the evidence behind chosen strategies (EBIs).
- Instructional Coaches and Specialists will support teachers in implementing best practices in the evidence-based strategies that directly address identified gaps in student learning.

- **External Stakeholders:**

- Community Partners with expertise in areas such as mental health, literacy, and STEM will be consulted to provide resources and strategies tailored to the unique needs of the school population.
- Educational Consultants may be invited to provide professional expertise in selecting the most effective evidence-based interventions and strategies based on current research and successful models.

Developing the Improvement Plan:

- **Internal Stakeholders:**

- The School Leadership Team will work with teachers, staff, and district leaders to collaboratively develop a comprehensive school improvement plan (SIP) that addresses identified needs, sets measurable goals, and defines key actions and timelines.
- Professional Learning Communities (PLCs) will be engaged to ensure that the strategies are aligned with classroom practices and teacher professional development.

- **External Stakeholders:**

- Parents and Community Representatives will be invited to review the draft plan, ensuring it reflects the needs of the broader community and is inclusive of parent concerns and suggestions.
- District Leadership will provide guidance and ensure the plan aligns with district-level priorities, resources, and support services.

Implementing the Plan:

- **Internal Stakeholders:**

- Teachers and Support Staff will implement the selected EBIs in the classroom and across school programs, with regular monitoring and feedback from instructional leaders.
- School Administrators and Instructional Coaches and Specialists will coordinate the logistics of implementing the plan, ensuring that resources are allocated and staff are adequately trained to carry out the plan's goals.

- **External Stakeholders:**

- Community Partners will be engaged to assist in implementing specific programs, such as after-school initiatives, mentorship, or mental health support, that complement the school's strategies.
- Parents will be kept informed through regular communication and encouraged to participate in school events, workshops, or volunteer opportunities related to the improvement plan.

Monitoring the Plan:

- **Internal Stakeholders:**

- School Leadership will conduct regular walkthroughs, classroom observations, and data reviews to assess the fidelity of implementation and identify areas for adjustment.
- Teachers and Staff will engage in ongoing reflection and share insights on the effectiveness of strategies in regular staff meetings or through PLCs.

- **External Stakeholders:**

- District Leaders will provide oversight to ensure the school's progress aligns with district goals and compliance requirements.
- Parents will have opportunities to attend review meetings or forums to assess progress and offer feedback on the effectiveness of initiatives.
- Community Partners will be periodically consulted to evaluate their role in supporting the school's improvement efforts and determine areas for further collaboration.

Evaluating the Plan:

- **Internal Stakeholders:**

- School Leadership will review data from assessments, surveys, and feedback from teachers, staff, and students to evaluate the success of the strategies and overall improvement efforts.
- Teachers will assess student progress and provide feedback on the effectiveness of interventions and instructional practices.

- **External Stakeholders:**

- Parents and Community Members will be invited to participate in surveys and focus groups to evaluate their perceptions of the school's progress and areas for further improvement.
- School District or State(VDOE) may be brought in to conduct an external evaluation of the plan's effectiveness based on research and best practices.

Domain I: Academic Supports

Content Area:

Reading

Problem Statement:

Teachers and Staff inconsistently demonstrate or apply the knowledge gained from professional learning, leading to misalignment in planning, instruction, and the use of assessments within Tier 1 instruction.

Barrier(s):

- **High-Quality Instruction:** Teachers have not consistently adhered to the required instructional minutes or implemented curriculum resources with fidelity, hindering the improvement of instructional practices and student progress in ELA. This includes a lack of alignment with curriculum standards, insufficient differentiation to meet diverse student needs, and ineffective teaching strategies.
- **Data-Informed Culture & Monitoring:** While a data culture is being developed, there is a need for a shift toward consistent data tracking, monitoring, and application. This shift is necessary to inform instructional practices, impact student growth, and improve Tier 1 instruction.
- **Targeted Professional Development:** Teachers require strategic and targeted support to enhance their instructional practices in ELA. This includes a greater focus on evidence-based intervention strategies and addressing varying teacher competencies.
- **Instructional Coaching & Feedback:** Participation in a coaching cycle is not

		currently part of the systemic professional teaching and learning expectations.
SMART Goal Statement:	K-3: By June 2026, Jefferson-Houston will reduce the number of students identified as high-risk by the VALLS assessment, by 15%. 3-8: By June 2026, Jefferson-Houston will increase the percentage of African-American students passing the VA Reading SOL from 41% (current state) to 68% (desired state); and the percentage of students with disabilities (SWD) from 34% (current state) to 57% (desired state).	
Strategy		
(Evidence-Based) Strategy Name:	Strategy 1: K-3 Teach students to decode words, analyze word parts, and write and recognize words. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf#page=28 Strategy 2: K-3 Teaching Reading Comprehension Strategies https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/readingcomp_pg_092810.pdf#page=16 Strategy 3: 4-5 Build students' decoding skills so they can read complex multisyllabic words	Description: Strategy 1: ● Description of Intervention: In order to comprehend complex words, students need to understand morphology, which involves recognizing meaningful word parts. Recognizing letter patterns and understanding predictable and unpredictable sound-letter relationships help students decode increasingly complex words, improving their fluency, accuracy, and comprehension. Learning sound-spelling patterns and high-frequency words aids word recognition, allowing students to focus more on meaning. Teaching word decoding and recognition was identified as an effective strategy by the National Reading Panel, and recent evidence supports these findings.

<https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=11>

Strategy 4:

4-8 Comprehension Building Practice: Making Sense of Text

<https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf#page=27>

Tier of Evidence:

Strategy 1: Strong ▾

Strategy 2: Moderate ▾

Strategy 3: Strong ▾

Strategy 4: Strong ▾

Strategy 2:

- **Description of Intervention:** Effective readers use a variety of cognitive strategies to make sense of text. Teaching beginning readers how to apply comprehension strategies intentionally before, during, and after reading enhances their understanding, helps overcome comprehension challenges, and supports weaker knowledge areas. Examples of these strategies include activating prior knowledge, making predictions, questioning, visualizing, monitoring comprehension, making inferences, and retelling. Strategies can be taught one by one or in combination. Teachers are encouraged to model these approaches initially, then gradually release responsibility to students, fostering their independence with the strategies.

Strategy 3:

- **Description of Intervention:** As students progress, they encounter increasingly complex multisyllabic words in grade-level texts, making strong word-reading skills essential for comprehension. Struggling readers often misread challenging words by guessing, which hinders understanding. Teaching students to break down and sound out unfamiliar words improves comprehension, confidence, and motivation. The WWC panel strongly supports multisyllabic word-reading instruction. This approach includes steps to teach sound patterns, spelling practice,

and reading practice in various contexts to develop accurate, automatic word recognition.

Strategy 4:

- **Description of Intervention:** Students with reading difficulties often struggle with comprehension and may approach reading as a task to rush through rather than understand. This intervention aims to equip these students with routines and reading habits that improve comprehension, allowing them to better grasp grade-level content across subjects. Instruction in these interventions is explicit, incorporating practices aligned with general classroom (Tier 1) instruction.

The approach includes four core practices:

- Building World and Word Knowledge: Expanding students' vocabulary and background knowledge to improve comprehension.
- Asking and Answering Questions: Engaging with the text through questioning to enhance understanding.
- Determining the Gist: Teaching students to summarize short sections of text.
- Monitoring Comprehension: Guiding students to recognize and address comprehension breakdowns as they read.

Measures

Student Measure #1:

By June 2026, 75% of identified subgroups (African American & SWD) in Grades 2-8 performing below the 50th percentile achievement on the Fall MAP Reading will meet or exceed the 65th percentile in growth.

If identified subgroups in Grades 2-8 are performing above the 50th percentile in achievement on the Fall Reading MAP, students will meet or exceed their Fall to Spring projected growth on the Spring MAP assessment.

Staff Measure #1:

By June 2026, 80% of K-8 teachers will consistently integrate Reading EBIs daily into Tier 1 instruction, as measured by the lesson plan tracking tool.

Student Measure #2:

By June 2026, students in Grades K-3 will complete the VALLSS assessment, focusing on the Code-Based subtests (Phonological Awareness, Encoding, Decoding, and Reading Fluency), to demonstrate mastery by the end of the school year.

Staff Measure #2:

By June 2026, 80% of K-8 teachers will consistently apply EBIs within Tier 1 instruction, as measured through ELA walkthrough forms and alignment with the CSIP.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Design and implement a structured Coaching Cycle (tier teachers, goal setting, planning, observation of EBIs implementation, feedback/reflection, and assessment of impact). Average coaching cycle will occur in 4 week cycles; but length of cycles could vary depending on the level of support a teacher needs.	Administrative Team, Instructional Coaches, and Reading Specialist	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
2	Use the Data Wise protocol with grade-level and content-area teams to monitor assessments and other student data quarterly.	Administrative Team, Instructional Coaches, & Reading Specialist, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
3	Gather and track baseline student data for K-3 and 3-8 students, including formative and summative assessments to evaluate the impact of the ACPS Literacy Block Implementation Tool and EBIs on student performance.	Administrative Team, Instructional Coaches, & Reading Specialist, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
4	Teachers and Instructional Team will	Administrative	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	monitor the effectiveness of the implemented strategy through regular check-ins. During these check-ins, review student performance data, including formative assessments and other indicators of progress.	Team, Instructional Coaches, & Reading Specialist, Teachers				
5	Teachers and Instructional Team will assess the impact of the EBIs by reviewing final student data and comparing it with the baseline data. Reflect on whether the strategy is meeting the set goals and objectives.	Administrative Team, Instructional Coaches, & Reading Specialist, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
6	Teachers and Instructional Team will hold a reflection session to discuss the effectiveness of the strategy and adjust their action plans as needed. Set new goals or modify existing ones based on the data and reflection.	Administrative Team, Instructional Coaches, & Reading Specialist, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
7	Start a new cycle by revisiting the student data and refining the goals based on the lessons learned from the previous cycle. Implement the updated strategies in the next cycle.	Administrative Team, Instructional Coaches, & Reading	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
		Specialist, Teachers				
8	Targeted Professional Development: A schoolwide, phased approach to professional learning aimed at ensuring alignment in planning, teaching, and assessment within Tier 1 instruction. Professional Development focus: - Alignment of VDOE standards to all components of the lesson plan. - Explicit professional learning plan and schedule of EBI Implementation and monitoring to track progress through a data analysis - Data Wise protocol analysis to inform instruction. - Building staff capacity through structured coaching cycles. - Professional learning for leadership & Staff on DWIP (Data Wise Improvement Process).	Administrative Team Dr. Sims Instructional Coaches	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	A scope and sequence of explicit professional learning focusing on Tier I instructional supports and data analysis, will be developed for the 25-26 school year.					
9	Phased monitoring of EBI implementation and application through observations and the EBI walkthrough tool. ● First Quarter: Biweekly ● Second to Fourth Quarters: Monthly	Administrative Team, Instructional Coaches	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
10	Modify the lesson plan tracking tool to monitor the daily integration of EBIs within lesson plans.	Administrative Team, Instructional Coaches	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
11	Conduct bi-weekly reviews of lesson plans and classroom observations to assess fidelity to the literacy framework.	Administrative Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	- Professional Learning Communities (PLC) or Professional learning day s Agenda: - EBIs Classroom Walkthrough Tool - Lesson Plan Tracking Tool - Coaching cycle Agenda or Tracker - School Improvement Artifacts		
Oct. 2025 ▾	- PLC Agendas or Professional Learning Agenda - EBI Classroom Walkthrough tool - Lesson plan tracking tool - Coaching Cycle Tracker - Agenda or Pre- Work for the First Quarterly Chat Review Meeting - Literacy Tracker (data Tracker) - Walkthrough Tool and Tracker - Peer Observations - School Improvement		

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Artifacts		
Sept. 2025 ▾			
Nov. 2025 ▾	- Professional Learning on Data Analysis (Data Wise process) - Data Analysis Focus: EBI, - Data, lesson Plan Tracking Tool, assessments, & student work - PLC Agendas - Coaching Cycle Tracker or agenda - Walkthrough Tool and Tracker - Peer Observations - Site Visits - School Improvement Artifacts	•	
Dec. 2025 ▾	- Agenda for Professional Learning on Utilizing Data to Inform instructional decisions - Small Groups Plans and Tracker - Literacy Tracker (data	•	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- Tracker) - Interventions artifacts - Student Data Analysis - Literacy Tracker: Progress Monitoring: Dibels, OG, Walpole - Lesson plan tracking tool - Coaching Cycle Tracker - PLC agenda - Walkthrough Tool and Tracker - School Improvement Artifacts - Peer Observations		
Jan. 2026 ▾	- Coaching Cycle Tracker - PLC agenda - Data Analysis Focus: EBI Classroom Walkthrough tool, Lesson plan tracking tool, Assessments, and interventions - Evidence of Data-driven instructional decisions: Student work - Teacher Survey - Agenda and Pre Work from		

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Quarterly Chat (2nd) Review Meeting • Student Work • School Improvement Artifacts		
Feb. 2026 ▾	• Coaching cycle Agenda • PLC agenda • Data Analysis: EBI Classroom Walkthrough tool and lesson plan tracking tool • Target Afterschool Intervention based on data • Student Work • Site Visits • School Improvement Artifacts	•	
Mar. 2026 ▾	• Student Data Analysis • Coaching Cycle tracker • PLC agenda • Data Collection & Analysis: EBI Classroom Walkthrough tool and EBI Lesson plan tracking tool • Agenda and pre- work from Quarterly Chat (3rd) Review	•	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Meeting School Improvement Artifacts		
Apr. 2026 ▾	- Coaching Cycle tracker - PLC agenda - Data Analysis: EBI Classroom Walkthrough tool and lesson plan tracking tool - Data-driven instructional decisions: SOL Focus and Walkthrough - Student Data Analysis: Focus on identified subgroup data - School Improvement Artifacts		

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
May 2026 ▾	- Coaching Cycle tracker or agenda - PLC agenda Data Analysis: EBI Classroom Walkthrough tool and lesson plan tracking tool, student data focus (subgroups) - Data-driven instructional decisions: SOL Remediation - School Improvement Artifacts	•	
Jun. 2026 ▾	- Coaching Cycle tracker or agenda - Student Data Analysis: focus on identified subgroup data (end of year benchmarks) - Year end review of progress (meeting agendas) - School Improvement Artifacts	•	

Reading: Quarterly Monitoring

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

Domain I: Academic Supports

Content Area:

Mathematics

Problem Statement:

Teachers and Staff inconsistently integrate Math EBI strategies, such as using concrete and semi-concrete representations, providing opportunities for meaningful student reflection on problem-solving processes, and selecting and utilizing the most effective manipulatives to deepen and support mathematical understanding.

Barrier(s):

- **High-Quality Instruction:** Teachers have not consistently adhered to the required instructional minutes or implemented curriculum resources with fidelity, hindering the improvement of instructional practices and student progress in Math. This includes a lack of alignment with curriculum standards, insufficient differentiation to meet diverse student needs, and ineffective teaching strategies.
- **Data-Informed Culture & Monitoring:** While a data culture is being developed, there is a need for a shift toward consistent data tracking, monitoring, and application. This shift is necessary to inform instructional practices, impact student growth, and improve Tier 1 instruction.
- **Targeted Professional Development:** Teachers require strategic and targeted support to enhance their instructional practices in Math. This includes a greater focus on evidence-based intervention strategies and addressing varying teacher competencies.
- **Instructional Coaching & Feedback:** Participation in a coaching cycle is not

currently part of the systemic professional teaching and learning expectations.

SMART Goal Statement:

By June 2026, Jefferson-Houston will increase the percentage of African-American students, English Language Learners (ELLs), and Students with Disabilities (SWD) passing the Math SOL from 26% (current state for African-American students), 43% (current state for English Language Learners), and 29% (current state for Students with Disabilities) to 62% (desired state for SWD).

Strategy

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

Strategy 1:

Representations (Grades K-6)
Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.
<https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=30>

Strategy 2:

Representations: Teach students how to use visual representation (Grades 7-8)
https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/MPS_PG_043012.pdf#page=29

Strategy 3:

Mathematical Language (Grades K-8)
Teach clear and concise mathematical language and support students' use of the

Description:

Strategy 1 and 2: Representations-Set of concrete and semi-concrete representations (visual representation)

- This intervention uses a structured approach to incorporate concrete and semi-concrete representations to support students' understanding of mathematical concepts and procedures. Concrete representations are physical, three-dimensional tools like base-10 blocks, fraction tiles, and counters that students can manipulate to visualize and solve mathematical problems. Semi-concrete representations are two-dimensional visuals, such as drawings, number lines, tables, or graphs, which bridge students' understanding from tangible objects to abstract mathematical notation. The intervention emphasizes choosing representations carefully to explicitly link them with abstract mathematical symbols and equations. Research strongly supports the use of these representations, indicating that students

	language to help students effectively communicate their understanding of mathematical concepts https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf#page=18 Strategy 4: Reflecting on Problem-solving Process (Grades 4-8) Assist students in monitoring and reflecting on the problem-solving process. https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/MPS_PG_043012.pdf#page=23		who interact with concrete and semi-concrete models are better able to grasp mathematical concepts and progress toward abstract thinking. Strategy 3: Mathematical Language-Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts - This intervention focuses on the systematic integration of mathematical language to enhance students' understanding of mathematical concepts, vocabulary, and procedures. Mathematical language includes specific terminology, vocabulary, and structured language patterns that students need to discuss, analyze, and solve mathematical problems effectively. Teaching mathematical language helps students develop a precise understanding of math, which is crucial as mathematical concepts become more complex. Strategy 3: Monitoring and reflecting on problem-solving process - The goal of this intervention is to help students develop the skill of monitoring and reflecting on their thinking and problem-solving process while solving math problems. This reflective practice enhances students' mathematical reasoning, deepens their understanding of concepts, and strengthens their ability to apply learned
Tier of Evidence:	Strategy 1: Strong ▾ Strategy 2: Strong ▾ Strategy 3: Strong ▾ Strategy 4: Strong ▾		

strategies in new situations.

Measures

Student Measure #1: By June 2026, 75% of identified subgroups (African American, EL, SWD) in Grades K-2 will demonstrate proficiency on common end-of-unit assessments aligned with VDOE Standards of Learning (SOL).

Staff Measure #1: By June 2026, 80% of K-8 teachers will consistently integrate Math EBIs into weekly Tier 1 instruction, as measured by the lesson plan tracking tool.

Student Measure #2: By June 2026, 75% of identified subgroups (African American, EL, SWD) in Grades 2-8 performing below the 50th percentile achievement on the Fall MAP Math will meet or exceed the 65th percentile in growth.

If identified subgroups in Grades 2-8 are performing above the 50th percentile in achievement on the Fall Math MAP, students will meet or exceed their Fall to Spring projected growth on the Spring MAP assessment.

Staff Measure #2: By June 2026, 80% of K-8 teachers will consistently apply Math EBIs within Tier 1 instruction, as measured through Math walkthrough forms and alignment with the CSIP.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Design and implement a structured Coaching Cycle (tier teachers, goal setting, planning, observation of EBIs implementation, feedback/reflection, and assessment of impact). Average coaching cycle will occur in 4 week cycles; but length of cycles could vary depending on the level of support a teacher needs.	Administrative Team, Instructional Coaches, and STEM Coach	Sept. 2025 ▾	Oct. 2025 ▾	Not started ▾	
2	The Instructional Leadership Team will work with teachers to develop action plans that outline the specific EBIs/Tier 1 instruction to be implemented, including timeline, resources, and instructional strategies.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
3	The Instructional Leadership Team will observe the implementation of EBIs/ Tier 1 instruction in the classroom, with a focus on fidelity of execution.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
4	The Instructional Leadership Team will provide timely, constructive feedback to teachers based on their observations, followed by a reflective discussion to	Administrative Team, Instructional Coaches, and	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	identify areas of improvement and adjust strategies as needed.	STEM Coach, Teachers				
5	The Instructional Leadership Team and teachers will assess the impact of the implemented EBIs/Tier 1 instruction by reviewing student data, such as formative assessments, behavior data, or engagement metrics.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
6	After each cycle, the Instructional leadership team and teachers will review progress toward the set goals, adjust strategies based on data, and set new goals for the next cycle.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
7	Use the Data Wise protocol with grade-level and content-area teams to monitor assessments and other student data quarterly.	Administrative Team, Instructional Coaches, STEM Coach, and Dr. Sims	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
8	Targeted Professional Development: A schoolwide, phased approach to professional learning aimed at ensuring alignment in planning, teaching, and	Administrative Team Dr. Sims	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	assessment within Tier 1 instruction. Professional Development focus: ● Alignment of VDOE standards to all components of the lesson plan, including language goals, manipulatives and representations, cooperative learning structures, and supportive effective math instruction and language development. ● Explicit integration of literacy EBIs into lesson plans, training, PD, and modeling ● Data analysis to inform instruction. ● Building staff capacity through structured coaching cycles. ● Professional learning for leadership & Staff on DWIP (Data Wise Improvement Process). ● Peer Observation through leveraging other school or teachers to support teacher practices	Instructional Coaches				

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	A scope and sequence of explicit professional learning focusing on Tier I instructional supports and data analysis, will be developed for the 25-26 school year.					
9	Phased monitoring of EBI implementation and application through observations and the EBI walkthrough tool (ie. Science Classroom Observation Tool (SCOT)). ● First Quarter: Biweekly ● Second to Fourth Quarters: Monthly	Administrative Team, Instructional Coaches	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
10	Modify the lesson plan tracking tool to monitor the weekly integration of EBIs within lesson plans.	Administrative Team	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
11			Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	● Professional Learning	●	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Communities (PLC) or Professional learning day s Agenda: ● EBIs Classroom Walkthrough Tool ● Lesson Plan Tracking Tool ● Coaching cycle Agenda or Tracker ● School Improvement Artifacts		
Oct. 2025 ▾	● PLC Agendas or Professional Learning Agenda ● EBI Classroom Walkthrough tool ● Lesson plan tracking tool ● Coaching Cycle Tracker ● Agenda or Pre- Work from the First Quarterly Chat Review Meeting ● STEM Tracker (data Tracker) ● Walkthrough Tool and Tracker ● Peer Observations ● School Improvement Artifacts	●	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Nov. 2025 ▾	- Professional Learning on PLC on Data Analysis (Data Wise process) - Data Analysis Focus: EBI, Data, lesson Plan Tracking Tool, assessments, & student work - PLC Agendas - Coaching Cycle Tracker or agenda - Walkthrough Tool and Tracker - Peer Observations - Site Visits		
Dec. 2025 ▾	- Agenda for Professional Learning on Utilizing Data to Inform instructional decisions - Small Groups Plans and Tracker - STEM Tracker (Data Tracker) - Interventions artifacts - Student Data Analysis - STEM Tracker: Read 180, Do The Math, or Envision - Lesson plan tracking tool		

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- Coaching Cycle Tracker or Agenda - PLC agenda - Walkthrough Tool and Tracker - Peer Observations		
Jan. 2026 ▾	- Coaching Cycle Tracker or Agenda - PLC agenda - Data Analysis Focus: EBI Classroom Walkthrough tool, Lesson plan tracking tool, Assessments, and interventions - Evidence of Data-driven instructional decisions: Student work - Teacher Survey - Agenda and Pre Work from Quarterly Chat (2nd) Review Meeting - Student Work - School Improvement Artifacts		

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Feb. 2026 ▾	- Coaching cycle Agenda - PLC agenda - Data Analysis: EBI Classroom Walkthrough tool and lesson plan tracking tool,data tracker - Target Afterschool Intervention based on data - Student Work - Site Visits - School Improvement Artifacts	•	
Mar. 2026 ▾	- Student Data Analysis - Coaching Cycle tracker - PLC agenda - Data Collection & Analysis: EBI Classroom Walkthrough tool and EBI Lesson plan tracking tool - Agenda and pre- work from Quarterly Chat (3rd) Review Meeting - School Improvement Artifacts	•	
Apr. 2026 ▾	Coaching Cycle tracker and	•	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- agenda • PLC agenda • Data Analysis: EBI Classroom Walkthrough tool and lesson plan tracking tool • Data-driven instructional decisions: SOL Focus and Walkthrough • Student Data Analysis: Focus on identified subgroup data • School Improvement Artifacts		
May 2026 ▾	• Coaching Cycle tracker or agenda • PLC agenda • Data Analysis: EBI Classroom Walkthrough tool and lesson plan tracking tool, student data focus (subgroups) • Data-driven instructional decisions: SOL Remediation • School Improvement Artifacts	•	
Jun. 2026 ▾	• Coaching Cycle tracker or	•	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	agenda • Student Data Analysis: focus on identified subgroup data (end of year benchmarks) • Year end review of progress (meeting agendas) • School Improvement Artifacts		

Mathematics: Quarterly Monitoring

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

Domain I: Academic Supports

Content Area:

Science

Problem Statement: Schoolwide, there is a lack of high quality, Tier I science instruction.

Barrier(s):

- **Instructional Minutes:** In grades K-2, there is inconsistent adherence to instructional minutes, which limits student achievement in science classes.
- **Classroom Culture/Instruction:** Inadequate classroom culture and instructional practices hinder student engagement and learning in science. This includes a lack of hands-on activities, limited implementation of inquiry-based learning in K-8, and ineffective integration of technology into science instruction.
- **Staff Development & Professional Development:** Insufficient staff development and professional learning opportunities limit teacher effectiveness and, consequently, student achievement in science.
- **Teacher Effort and Efficacy:** In grades 6-8, there is insufficient application of ACPS-provided professional development, lab resources, and assessments, resulting in a misalignment between classroom activities and VDOE Standards of Learning in terms of content and rigor.

SMART Goal Statement:

By June 2026, Jefferson-Houston will increase the percentage of African-American students, Hispanic students, and Students with Disabilities (SWD) passing the Science SOL from 28% (current state for African-American students), 28% (current state for Hispanic students), and 11% (current state for Students with Disabilities) to 60% (desired state for all groups).

Strategy

(Evidence-Based) Strategy Name:

Inquiry-Based Teaching

Tier of Evidence:

Strong ▾

Description:

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

Measures

Student Measure #1:

By June 2026, 60% of students in identified subgroups (African-American, Hispanic, and SWD) in grades 3-8 will demonstrate proficiency on district-provided Fall and Spring science benchmarks.

Staff Measure #1:

By June 2026, 80% of K-8 teachers will consistently integrate Science EBIs into daily Tier 1 instruction, as measured by the lesson plan tracking tool.

Student Measure #2:

By June 2026, students in grades K-2 will demonstrate a 10% increase in growth on science performance tasks with each quarterly assessment.

Staff Measure #2:

By June 2026, 80% of K-8 teachers will consistently apply Science EBIs within Tier 1 instruction, as measured through Science walkthrough forms and alignment with the CSIP.

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Design and implement a structured Coaching Cycle (tier teachers, goal setting, planning, observation of EBIs implementation, feedback/reflection, and assessment of impact). Average coaching cycle will occur in 4 week cycles; but length of cycles could vary depending on the level of support a teacher needs.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
2	Use the Data Wise protocol with grade-level and content-area teams to monitor assessments and other student data quarterly.	Administrative Team, Instructional Coaches, STEM Coach, and Dr. Sims	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
3	The Instructional Leadership Team will work with teachers to develop action plans that outline the specific EBIs/Tier 1 instruction to be implemented, including timeline, resources, and instructional strategies.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
4	The Instructional Leadership Team will observe the implementation of EBIs/ Tier 1 instruction in the classroom, with a focus on fidelity of execution.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
5	The Instructional Leadership Team will provide timely, constructive feedback to teachers based on their observations, followed by a reflective discussion to identify areas of improvement and adjust strategies as needed.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
6	The Instructional Leadership Team and teachers will assess the impact of the implemented EBIs/Tier 1 instruction by reviewing student data, such as formative assessments, behavior data, or engagement metrics.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
7	After each cycle, the Instructional leadership team and teachers will review progress toward the set goals, adjust strategies based on data, and set new goals for the next cycle.	Administrative Team, Instructional Coaches, and STEM Coach, Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
8	Targeted Professional Development: A schoolwide, phased approach to professional learning aimed at ensuring alignment in planning, teaching, and assessment within Tier 1 instruction. Professional Development focus: ● Alignment of VDOE standards to all components of the lesson plan. ● Explicit integration of literacy EBIs into lesson plans, training, PD, and modeling ● Data analysis to inform instruction. ● Building staff capacity through structured coaching cycles. ● Professional learning for leadership & Staff on DWIP (Data Wise Improvement Process). A scope and sequence of explicit professional learning focusing on Tier I instructional supports and data analysis, will be developed for the 25-26 school year.	Administrative Team Dr. Sims Instructional Coaches	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
9	Phased monitoring of EBI implementation and application through observations and the EBI walkthrough tool. First Quarter: Biweekly Second to Fourth Quarters: Monthly	Administrative Team, Instructional Coaches	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
10	Modify the lesson plan tracking tool to monitor the weekly integration of EBIs within lesson plans.	Administrative Team, and instructional coaches	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
11	Conduct bi-weekly reviews of lesson plans and classroom observations to assess fidelity to the Science 5E Instructional Model.	Administrative Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	Professional Learning Agenda from planning days: Focus on introduction of schoolwide EBIs and alignments of VDOE		

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Standards of Learning and Lesson planning components • EBI Classroom walkthrough tool • Lesson plan tracking tool • Coaching cycle structure • PLC agenda		
Oct. 2025 ▾	• PLC Agendas or Professional Learning Agenda • EBI Classroom Walkthrough tool • Lesson plan tracking tool • Coaching Cycle Tracker • Agenda or Pre- Work from the First Quarterly Chat Review Meeting • STEM Tracker (data Tracker) • Walkthrough Tool and Tracker • Peer Observations • School Improvement Artifacts	•	
Nov. 2025 ▾	• Professional Learning on PLC on Data Analysis (Data Wise	•	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- process) • Data Analysis Focus: EBI, • Data, lesson Plan Tracking Tool, assessments, & student work • PLC Agendas • Coaching Cycle Tracker or agenda • Walkthrough Tool and Tracker • Peer Observations • Site Visits		
Dec. 2025 ▾	• Agenda for Professional Learning on Utilizing Data to Inform instructional decisions • Small Groups Plans and Tracker • STEM Tracker (Data Tracker) • Student Data Analysis • STEM Tracker: Read 180, Do The Math, or Envision • Lesson plan tracking tool • Coaching Cycle Tracker or Agenda • PLC agenda	•	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	• Walkthrough Tool and Tracker • Peer Observations		
Jan. 2026 ▾	• Coaching Cycle Tracker or Agenda • PLC agenda • Data Analysis Focus: EBI Classroom Walkthrough tool, Lesson plan tracking tool, Assessments, data tracker • Evidence of Data-driven instructional decisions: Student work • Teacher Survey • Agenda and Pre Work from Quarterly Chat (2nd) Review Meeting • Student Work • School Improvement Artifacts	•	
Feb. 2026 ▾	• Coaching cycle Agenda • PLC agenda • Data Analysis: EBI Classroom	•	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Walkthrough tool and lesson plan tracking tool, data tracker • Target Afterschool Intervention based on data • Student Work • Site Visits • School Improvement Artifacts		
Mar. 2026 ▾	• Student Data Analysis • Coaching Cycle tracker • PLC agenda • Data Collection & Analysis: EBI Classroom Walkthrough tool and EBI Lesson plan tracking tool • Agenda and pre-work from Quarterly Chat (3rd) Review Meeting • School Improvement Artifacts	•	
Apr. 2026 ▾	• Coaching Cycle tracker and agenda • PLC agenda • Data Analysis: EBI Classroom	•	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Walkthrough tool and lesson plan tracking tool • Data-driven instructional decisions: SOL Focus and Walkthrough • Student Data Analysis: Focus on identified subgroup data • School Improvement Artifacts		
May 2026 ▾	• Coaching Cycle tracker or agenda • PLC agenda • Data Analysis: EBI Classroom Walkthrough tool and lesson plan tracking tool, student data focus (subgroups) • Data-driven instructional decisions: SOL Remediation • School Improvement Artifacts	•	
Jun. 2026 ▾	• Coaching Cycle tracker or agenda • Student Data Analysis: focus on identified subgroup data	•	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	(end of year benchmarks) • Year end review of progress (meeting agendas) • School Improvement Artifacts		

Science: Quarterly Monitoring

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

Domain II: Staffing Supports

Problem Statement:

Jefferson-Houston has challenges in recruiting and retaining high-quality staff.

Barrier(s):

- **Recruitment challenges:** Difficulty in attracting high-quality teachers and support staff to schools and classrooms in most need of support, driven by factors such as time constraints or academic performance.
- **Retention issues:** Challenges in retaining talented educators in high-need schools and classrooms, resulting in high turnover rates and staffing instability.
- **Placement challenges:** Difficulty 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:** Limited training opportunities for staff that hinder their ability to effectively implement instructional strategies, utilize technology, and address the diverse needs of students.
- **Resource constraints:** Limited resources and funding for recruitment, 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, licensed staff by 25% through targeted strategies, including mentoring, professional development, and enhanced staff support systems.

Strategy

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

Teacher Recruitment and Retention
Practices intervention

Link:

 Inclusive-Teacher-Recruitment-and-...

Tier of Evidence:

Strong

Description:

The Inclusive Teacher Recruitment and Retention Practices intervention provides a strategic framework for school districts to attract, support, and retain a diverse and high-quality educator workforce. It emphasizes targeted outreach, equitable hiring, professional support, and inclusive workplace conditions to address staffing challenges and promote long-term retention, particularly among underrepresented teachers.

Measures

Student Measure #1:

By June 2026, JH will increase the percentage of students who report feeling safe, supported, and connected at school by 25% on the annual student climate survey.

Staff Measure #1:

By June 2026, JH will increase the number of high-quality, licensed teacher and support staff applicants for high-need classrooms by 20% through targeted recruitment strategies and outreach initiatives.

Student Measure #2:

By June 2026, JH will increase the percentage of students actively engaging in classroom instruction through the use of high-quality instruction, AVID, and Kagan strategies in at least 75% of classrooms, as measured by classroom observations.

Staff Measure #2:

By June 2026, 90% of JH staff will participate in targeted professional learning to enhance teacher practice of Tier I instructional strategies as measured by attendance records and post-training feedback surveys.

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	School administrators will form goal teams consisting of diverse teacher representatives to provide input on curriculum, school practice, and decision-making processes ensuring transparency and shared ownership of school initiatives.	Administrative Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
2	School administrators and instructional coaches will maintain clear communication protocols to ensure teachers are informed about expectations, policy changes, and school priorities. Use multiple communication channels (e.g., newsletters, staff huddles, shared calendars) and include regular opportunities for two-way feedback, such as suggestion boxes or listening sessions with administration.	Administrative Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
3	Conduct quarterly needs assessments to identify gaps in instructional materials, tools, and technology to prioritize an equitable allocation of resources, ensuring every teacher has the tools necessary to meet instructional goals.	Administrative Team Instructional Leadership Team	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
4	The Instructional Leadership Team will collaborate with ACPS Central Office Instructional Specialists to provide professional development and ensure alignment of division-wide curriculum goals and instructional priorities.	Administrative Team Instructional Leadership Team	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	Staff Survey		

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- Goals Team Agenda and Notes - Staff Meeting - Staff Newsletter - Teacher Mentor pairings		
Oct. 2025 ▾	- Goals Team Agenda and Notes - Observations - Staff and student surveys - Quarterly Needs Assessment - Staff meeting agenda	•	
Nov. 2025 ▾	- Staff Meeting Agenda - Staff Newsletter - Observations - Staff and student surveys	•	
Dec. 2025 ▾	- Agenda Staff Meeting - Staff Newsletter - Observations - Staff and student surveys	•	
Jan. 2026 ▾	- Goals Team Agendas and Notes - Quarterly Needs Assessment	•	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	• Staff Meeting • Staff Newsletter • Mid-year Staff Survey • Observations • Staff and student surveys		
Feb. 2026 ▾	• Staff Meeting • Staff Newsletter • Observations • Staff and student surveys	•	
Mar. 2026 ▾	• Goals Team Agenda and Notes • Staff Meeting • Staff newsletter • Observations • Staff and student surveys	•	
Apr. 2026 ▾	• Quarterly Needs Assessment • Staff Meeting • Staff newsletter • Observations • Staff and student surveys	•	
May 2026 ▾	• Goals Team Agendas and Notes • Staff Meeting	•	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	• Staff newsletter • Observations • Staff and student surveys		
Jun. 2026 ▾	• EOY staff survey • Staff Meeting • Staff newsletter • Staff and student surveys		

Staffing: Quarterly Monitoring

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

Domain III: Organizational Learning Supports

Problem Statement:

K-5: Limited PLC time in PLC meetings to collaboration to focused EBI interventions to effectively improve instructional planning.

6-8: Inconsistent PLC meetings to collaboration to focused EBI interventions to effectively improve instructional planning.

Barrier(s):

- **Limited PLC Time and Collaboration:** Lack of dedicated time for effective PLC cycles, hindering planning and reflection. Opportunities for collaboration are inconsistent, impacting instructional coherence.
- **Curriculum and Standards Understanding:** Teachers struggle with new standards and curriculum, with insufficient time for planning and implementation.
- **No System for Assessments:** Absence of a consistent method for tracking formative and informative assessments.
- **Inconsistent Small Group Instruction and Unplanned Interventions:** Small group time is not consistently built into schedules or used effectively, and planned consistently. Lack of consistent planning and data collection for interventions.
- **Competing Priorities:** Multiple priorities reduce focus on key instructional strategies.
- **Limited Understanding of EBIs:** Insufficient understanding and implementation of

		evidence-based interventions, especially in reading and science. ● Inconsistent Lesson Planning: Inconsistent use of backwards mapping and unpacking of lesson objectives, especially in reading and science. ● Need for Targeted PD: Teachers need targeted support in ELA, Math, and Science; and evidence-based interventions to enhance instructional practices.
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SMART Goal Statement:	By the end of the 2025-2026 school year, 90% of teachers will receive targeted professional development on evidence-based interventions in ELA, Math, and Science, leading to a 15% improvement in student achievement on formative assessments.
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Strategy

(Evidence-Based) Strategy Name: Data-Wise Improvement Cycle Link: https://datawise.gse.harvard.edu/ Tier of Evidence: Strong	Description: Data Wise, developed by the Harvard Graduate School of Education, is an 8-step, evidence-based process that helps schools use data collaboratively to improve teaching and learning. It guides educators through three phases: 1. Prepare – Build a strong team culture and develop data literacy. 2. Inquire – Analyze student data and
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instructional practices to identify root causes of learning challenges.

3. **Act** – Set clear goals, implement targeted instructional changes, and assess their impact over time.

The Data Wise process supports a culture of collaborative inquiry, continuous improvement, and equity-focused decision-making in schools.

Measures

Student Measure #1: By June 2026, 85% of students will show a 10% improvement on their performance on informative assessments, demonstrating increased engagement and progress due to the consistent implementation of small group instruction, as tracked by teacher data.

Staff Measure #1: By June 2026, 100% of staff will consistently participate in weekly PLC sessions, with documented agendas and survey reflections that demonstrate active collaboration on lesson planning, assessment review, and instructional strategies.

Student Measure #2: By June 2026, 80% of students will show measurable growth in core subjects (ELA, Math, Science) on summative assessments, as a result of targeted instruction informed by the consistent tracking and analysis of

Staff Measure #2: By June 2026, 90% of teachers will consistently implement a system for tracking formative and informative assessments and incorporate small group instruction into their weekly lesson plans, as monitored through school-wide tracking tools.

formative and informative assessments by teachers.

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Unpack Evidence-Based Interventions (EBIs), units, lessons, and objectives.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
2	Develop Schoolwide norms for PLCs to encourage collaboration, such as collecting student work, providing feedback, maintaining professionalism, and holding each other accountable.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Sept. 2025 ▾	Oct. 2025 ▾	Not started ▾	
3	Special education and EL teachers will collaborate with general education teachers to ensure that SDI, student accommodations	Teachers, SPED Teachers, EL	Oct. 2025 ▾	Apr. 2026 ▾	Not started ▾	

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	and goals are aligned with grade-level standards and content.	Teachers, Instructional Team				
4	Encore teachers will collaborate with grade-level teachers to support grade-level content and standards through their specific disciplines.	Grade-level teachers, Encore Teachers, Instructional Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
5	Develop clear data points to collect, analyze, and engage in data discussions. Hold teachers accountable for preparing and completing the data tracker.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
6	Teachers will consistently implement interventions and track progress using the data tracker.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional	Oct. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
		Team				
7	Teachers will determine "look-fors" for common assessments and rubrics to ensure consistent evaluation.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Nov. 2025 ▾	Jun. 2026 ▾	Not started ▾	
8	Grade-level teams will discuss common assessment trends and instructional strategies to implement an action plan.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Nov. 2025 ▾	Jun. 2026 ▾	Not started ▾	
9	Teachers will participate in training on using data to inform small group instruction and analyze student progress.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Dec. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
10	Teachers will participate in quarterly data chats in PLCs or one-on-one meetings to discuss student and teacher progress.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Dec. 2025 ▾	Jun. 2026 ▾	Not started ▾	
11	Teachers will participate in quarterly planning days to collaborate and align instruction.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
12	Teachers will utilize team meetings to discuss PLC outcomes and how to implement the strategies discussed.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Jan. 2026 ▾	Jun. 2026 ▾	Not started ▾	

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
13	Teachers will develop formative assessments to gauge student learning or adjust district assessments accordingly.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
14	Teachers will implement planned lessons, reflecting on their teaching and focusing on student needs.	Teachers, SPED Teachers, EL Teachers, Encore Teachers, Instructional Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	PLC agenda and other		

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- artifacts • Planning data agenda and other artifacts • Team planning agendas • Lesson Plans • Staff survey • data trackers • intervention plans • student progress report tracking tool and other artifacts • assessment rubrics • Small group template • Training slides and sign in • Reflection logs • data review reports		
Oct. 2025 ▾	• PLC agenda and other artifacts • Planning data agenda and other artifacts • Team planning agendas • Lesson Plans • Staff survey • data trackers • intervention plans • student progress report	•	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	tracking tool and other artifacts • assessment rubrics • Small group template • Training slides and sign in • Reflection logs • data review reports		
Nov. 2025 ▾	• PLC agenda and other artifacts • Planning data agenda and other artifacts • Team planning agendas • Lesson Plans • Staff survey • data trackers • intervention plans • student progress report - tracking tool and other artifacts • assessment rubrics • Small group template • Training slides and sign in • Reflection logs • data review reports	•	
Dec. 2025 ▾	• PLC agenda and other	•	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- artifacts ● Planning data agenda and other artifacts ● Team planning agendas ● Lesson Plans ● Staff survey ● data trackers ● intervention plans ● student progress report tracking tool and other artifacts ● assessment rubrics ● Small group template ● Training slides and sign in ● Reflection logs ● data review reports		
Jan. 2026 ▾	● PLC agenda and other artifacts ● Planning data agenda and other artifacts ● Team planning agendas ● Lesson Plans ● Staff survey ● data trackers ● intervention plans ● student progress report	●	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	tracking tool and other artifacts • assessment rubrics • Small group template • Training slides and sign in • Reflection logs • data review reports		
Feb. 2026 ▾	• PLC agenda and other artifacts • Planning data agenda and other artifacts • Team planning agendas • Lesson Plans • Staff survey • data trackers • intervention plans • student progress report - tracking tool and other artifacts • assessment rubrics • Small group template • Training slides and sign in • Reflection logs • data review reports	•	
Mar. 2026 ▾	• PLC agenda and other	•	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- artifacts • Planning data agenda and other artifacts • Team planning agendas • Lesson Plans • Staff survey • data trackers • intervention plans • student progress report tracking tool and other artifacts • assessment rubrics • Small group template • Training slides and sign in • Reflection logs • data review reports		
Apr. 2026 ▾	• PLC agenda and other artifacts • Planning data agenda and other artifacts • Team planning agendas • Lesson Plans • Staff survey • data trackers • intervention plans • student progress report	•	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	tracking tool and other artifacts • assessment rubrics • Small group template • Training slides and sign in • Reflection logs • data review reports		
May 2026 ▾	• PLC agenda and other artifacts • Planning data agenda and other artifacts • Team planning agendas • Lesson Plans • Staff survey • data trackers • intervention plans • student progress report • tracking tool and other artifacts • assessment rubrics • Small group template • Training slides and sign in • Reflection logs • data review reports	•	
Jun. 2026 ▾	• PLC agenda and other	•	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	artifacts • Planning data agenda and other artifacts • Team planning agendas • Lesson Plans • Staff survey • data trackers • intervention plans • student progress report tracking tool and other artifacts • assessment rubrics • Small group template • Training slides and sign in • Reflection logs • data review reports		

Org. Learning: Quarterly Monitoring

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

Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]
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Domain IV: School Climate Supports

Problem Statement:

Jefferson-Houston inconsistently implements a comprehensive family outreach and student support plan that strengthens communication, provides instructional resources, and promotes positive behavior systems, which impact family participation, student attendance and achievement, and school climate.

Barrier(s):

- **Family Engagement:** Limited family engagement results in a lack of communication between the school and families, cultural or language barriers, and few opportunities for parents to participate in school activities or decision-making processes.
- **Family Instructional Supports:** Inadequate support for families in helping their children with learning at home impacts student achievement. This is due to limited access to educational resources, lack of guidance on how to support learning, and challenges related to parents' own educational backgrounds or time constraints
- **Attendance Supports:** Poor attendance disrupts learning and impacts student progress. Contributing factors may include transportation issues, health concerns, disengagement with school, or a 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, affecting student behavior and academic achievement. The absence of clear behavior expectations, disproportionate disciplinary actions, and limited resources for implementing positive behavior interventions and supports (e.g., PBIS, SEAL/Mindset/IB Learner Profile) exacerbate these challenges.

SMART Goal Statement:

By June 2026, JH will increase family engagement and student support by implementing a comprehensive family outreach and student support plan that results in a 20% increase in family participation in school events, a 15% improvement in student attendance, and a 25% decrease in discipline referrals through consistent communication, access to instructional resources, and the implementation of positive behavior support systems.

Strategy

(Evidence-Based) Strategy Name:

ENGAGING FAMILIES AND COMMUNITIES TOOLKIT

Link:



EngagingFamiliesCommunitiesToolki...

Tier of Evidence:

Strong

Description:

The resource explores strategies for principals to build public trust, increase family and community access to school activities, map community assets, and develop strong, sustainable family and community partnerships.

Measures

Student Measure #1:

By June 2025, student discipline referrals will decrease by 25% through the consistent use of school wide behavior expectations, social-emotional learning strategies, and restorative practices.

Staff Measure #1:

By June 2025, 85% of staff will participate in one family or school event per quarter to engage families in student learning or behavior support, as documented through communication logs, family event participation, or classroom action plans.

Student Measure #2:

By June 2025, student attendance rates will improve by at least 15% schoolwide, with targeted interventions for students identified as chronically absent.

Staff Measure #2:

By June 2025, 100% of staff will participate in professional development focused on culturally responsive family and student engagement, communication strategies, and implementation of positive behavior interventions and supports (PBIS,

SEAL).

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Monthly Parent Coffee and/or family engagement events will be consistently communicated to provide school updates and resources.	ILT Family Liaison	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
2	Quarterly Title I Curriculum Nights will be facilitated to support student achievement in math, science, and literacy, while providing families with resources and opportunities to understand the standards.	ILT Family Liaison	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
3	Monitor the implementation of the schoolwide PBIS program to establish a comprehensive incentive system that operates on both a monthly and weekly schedule, with students earning positive points daily.	PBIS Liaison PBIS Committee Family Liaison Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
4	Collaborate with secondary students to identify interest-aligned activities and develop an age-appropriate PBIS system.	PBIS Liaison, Family Liaison, and Secondary Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
5	Communicate the multi-tiered attendance plan to teachers and staff to ensure schoolwide alignment and implementation.	Student Support Team, School Registrar, Administrative Team, (ie. Attendance Committee/Team)	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
6	Monitor daily attendance entered by teachers to ensure accurate tracking and documentation of student attendance and tardiness.	SST, Registrar, and Administration	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
7	Monitor the implementation of the multi-tiered attendance plan to track its fidelity through meetings, attendance trackers, and monthly communication of updates with staff.	SST, Registrar, Administration, Teachers leaders, and Support Staff(ie. Attendance	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
		Committee/Team)				
8	Create a system to collect family feedback quarterly analyze survey data to improve family and student engagement	SST, Registrar, Administration, Teachers leaders, and Support Staff (ie. Attendance Committee/Team)	Sept. 2025 ▾	May 2026 ▾	Not started ▾	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	- Parent event agenda and other artifacts - Event Attendance sheet or presentation - Student meetings - Attendance Tracker and		

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	meeting • Attendance Communication • PBIS Agenda and meetings • PBIS system data • Powerschool report • Attendance Plan tracker and communication , other artifacts		
Oct. 2025 ▾	• Parent event agenda and other artifacts • Event Attendance sheet or presentation • Student meetings • Attendance Tracker and meeting • Attendance Communication • PBIS Agenda and meetings • PBIS system data • Powerschool report • Attendance Plan tracker and communication , other artifacts	•	
Nov. 2025 ▾	• Parent event agenda and other artifacts • Event Attendance sheet or	•	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	presentation • Student meetings • Attendance Tracker and meeting • Attendance Communication • PBIS Agenda and meetings • PBIS system data • Powerschool report • Attendance Plan tracker and communication , other artifacts		
Dec. 2025 ▾	• Parent event agenda and other artifacts • Event Attendance sheet or presentation • Student meetings • Attendance Tracker and meeting • Attendance Communication • PBIS Agenda and meetings • PBIS system data • Powerschool report • Attendance Plan tracker and communication , other artifacts	•	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Jan. 2026 ▾	• Parent event agenda and other artifacts • Event Attendance sheet or presentation • Student meetings • Attendance Tracker and meeting • Attendance Communication • PBIS Agenda and meetings • PBIS system data • Powerschool report • Attendance Plan tracker and communication , other artifacts	•	
Feb. 2026 ▾	• Parent event agenda and other artifacts • Event Attendance sheet or presentation • Student meetings • Attendance Tracker and meeting • Attendance Communication • PBIS Agenda and meetings • PBIS system data • Powerschool report • Attendance Plan tracker and	•	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	communication , other artifacts		
Mar. 2026 ▾	• Parent event agenda and other artifacts • Event Attendance sheet or presentation • Student meetings • Attendance Tracker and meeting • Attendance Communication • PBIS Agenda and meetings • PBIS system data • Powerschool report • Attendance Plan tracker and communication , other artifacts	•	
Apr. 2026 ▾	• Parent event agenda and other artifacts • Event Attendance sheet or presentation • Student meetings • Attendance Tracker and meeting • Attendance Communication • PBIS Agenda and meetings	•	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	● PBIS system data ● Powerschool report ● Attendance Plan tracker and communication , other artifacts		
May 2026 ▾	● Parent event agenda and other artifacts ● Event Attendance sheet or presentation ● Student meetings ● Attendance Tracker and meeting ● Attendance Communication ● PBIS Agenda and meetings ● PBIS system data ● Powerschool report ● Attendance Plan tracker and communication , other artifacts	●	
Jun. 2026 ▾	● Parent event agenda and other artifacts ● Event Attendance sheet or presentation ● Student meetings ● Attendance Tracker and	●	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	meeting • Attendance Communication • PBIS Agenda and meetings • PBIS system data • Powerschool report • Attendance Plan tracker and communication , other artifacts		

School Climate: Quarterly Monitoring

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