

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:

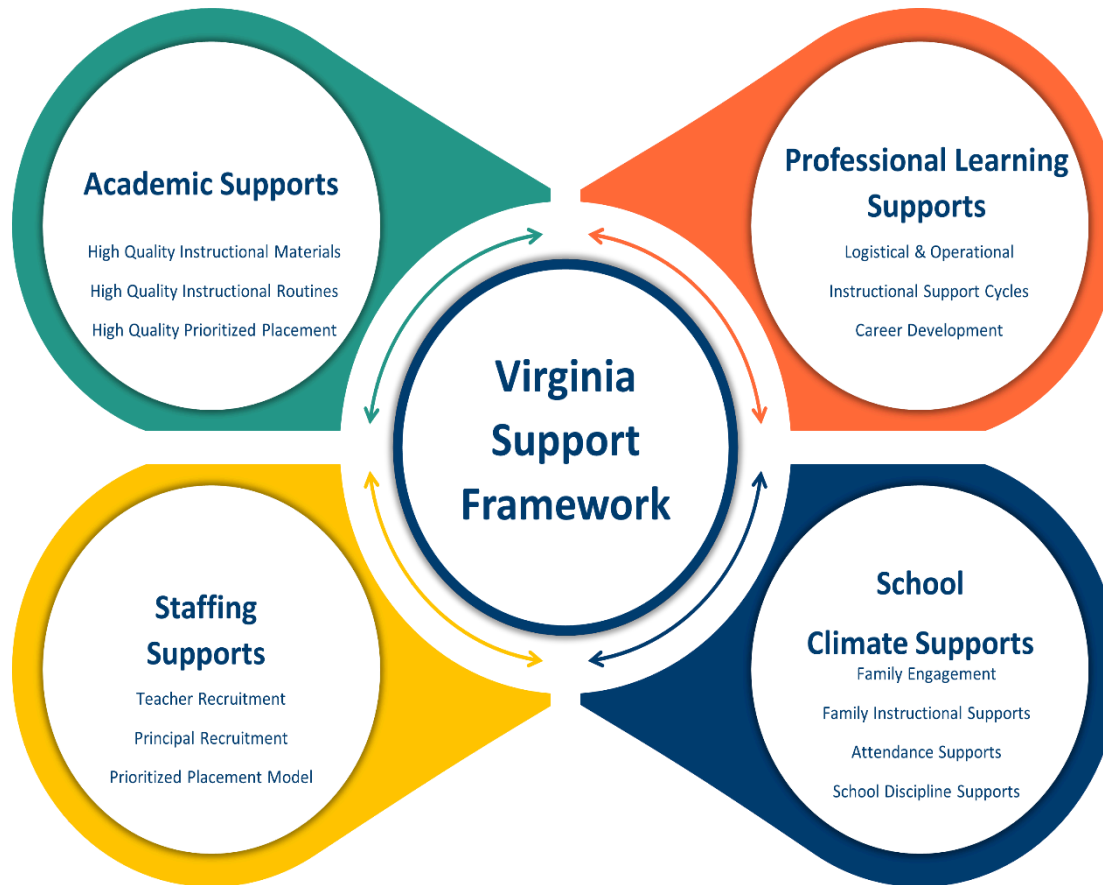
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families-- and,
- Based on evidence and research-based strategies aligned to the needs and context of the school.

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 stakeholders, 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: Patrick Henry K8
Principal: Kenard Robinson	Designations (if applicable):
Stakeholder/Family Engagement	
<p>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.</p>	

Domain I: Academic Supports

Content Area:

Reading

Problem Statement:

Students' scores are affected by the lack of explicit grade level standards instruction and/or misalignment with literacy curriculum.

Barrier(s):

- **Differentiation** - Teachers need additional support & clarification with identifying ACPS best practices for differentiation and implementing them with fidelity
- **Assessment & Data** - Teachers need more support to regularly collect data and use it to drive instruction.
- **Content Knowledge** - Teachers need additional support with building a strong understanding of content knowledge and identifying and implementing ACPS best instructional practices for reading instruction.
- **Lesson Planning** - Lesson plans are incomplete and/or do not consistently align with the standards.
- **Professional Development** - There is a need for professional development to meet the specific needs of teachers with ongoing feedback and support.
- **Staffing** - Staff on the leadership team (i.e. coach, interventionists) are given additional

duties and responsibilities that prevent them from consistently providing support and feedback to teachers in need.

- **Accountability** - Increase a sense of accountability from teachers to take ownership of their roles and impact when delivering Tier 1 instruction.

SMART Goal Statement:

School-Level Goal #1:

By June 2026, we will increase the percentage of all students passing the VA Reading SOL test to 75%.

- Reading SOL baseline data 2024 -
 - all students: 61%

School-Level Goal #2:

By June 2026, we will see a 10% increase in multilingual learners (MLLs) and students with disabilities (SWD) passing the VA Reading SOL.

- Reading SOL Baseline data 2024 -
 - MLL: 33%
 - SWD: 22%

Strategy

(Evidence-Based) Strategy Name:

Strategy 1
[K-3: Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade.](#)

Strategy 2

Description:

Description of Strategy 1: (SubCategory 2) Teach students to decode words, analyze word parts, and write and recognize words. Once students know a few consonants and vowels, they can begin to apply

[4-5: Providing Reading Interventions for Students in Grades 4-9.](#)

Strategy 3

[Improving Reading Comprehension](#)

Strategy 4

[WWC Read 180](#)

Tier of Evidence:

Strong ▾

their letter–sound knowledge to decode and read words in isolation or in connected text.

(SubCategory 3) Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of meaningful word parts in the language.

Description of Strategy 2: Recommendation 1 and Recommendation 2 focus on practices to improve students’ ability to read words accurately and automatically, while Recommendation 3 and Recommendation 4 focus on practices for helping students to understand the text they read. The recommendations are grounded in high-quality evidence based on research studies focused on reading interventions and have the potential to improve reading and comprehension. These recommendations are designed to be used by educators providing reading intervention or those who oversee multi-tiered systems of support (MTSSs) in reading.

Description of Strategy 3: Recommendation 1 encourages teachers to teach students a variety of strategies that will help them understand and retain what they read and thus become independent, resourceful readers. Strategies that will be used are

- Activating Prior Knowledge/Predicting
- Questioning
- Visualizing

- Drawing Inferences
- Summarizing/Retelling

Description of Strategy 4:

READ 180® is a reading program designed for struggling readers who are reading 2 or more years below grade level. It combines online and direct instruction, student assessment, and teacher professional development. READ 180® is delivered in 90-minute sessions that include whole-group instruction, three small-group rotations, and whole-class wrap-up. Small-group rotations include individualized instruction using an adaptive computer application, small-group instruction, and independent reading. READ 180® is designed for students in elementary through high school.

Measures

Student Measure #1:

70% of the students will score above the 40th percentile for achievement on Reading MAP given three times per year.

Staff Measure #1:

By June 2026, 100% of PLCs will have monthly data talks to analyze formal and informal assessment data as measured by PLC agendas.

Student Measure #2:

70% of identified students will demonstrate growth on the Virginia Language & Literacy Screening System (VALLSS) in Reading by the end of year, as measured by Nonsense Word Fluency (NWF), Oral Reading Fluency (ORF), or Dynamic Indicators of Basic Emergent

Staff Measure #2:

By June 2026, 70% of observed classrooms will demonstrate application of reading strategies as measured by monthly observations using a common walkthrough tool.

Literacy Skills (DIBELS) given two times per quarter.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Collaborative planning to create and modify reading lesson plans based on data (meeting notes, lesson plans, coach / administrator feedback glows / grows, next steps, what changed, observations)	Coaches, Specialists, Administration, Title I academic specialist, Accountability Specialist, MS Literacy Coach	Aug. 2025 ▾	May 2026 ▾	In progr... ▾	
2	School-Wide training on Project GLAD scaffolding supports to build teacher capacity on reading comprehension strategies (activating prior knowledge / predicting, questioning, visualizing, drawing inferences, & summarizing / retelling)	Central Office Project GLAD Specialist	Aug. 2025 ▾	May 2026 ▾	In progr... ▾	
3	Professional development (PD) on instructional reading strategies and data analysis to plan differentiated small groups.	Literacy Coach	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
4	Reading walkthroughs based on EBIs with	Admin /	Sept. 2025 ▾	May 2026 ▾	Not started ▾	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	feedback	Leadership				
5	Create a system where teachers can choose to participate in peer observations.	Admin / Leadership	Sept. 2025 ▾	May 2026 ▾	Not started ▾	need substitutes for release time
6	Begin PD in PLCs based on the walkthrough data to support adjustments in reading and writing instruction	Literacy Coach	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
7	Begin regular monitoring of student reading progress using DIBELS, IDI, progress monitoring and intervention tracking tools	Admin, Coaches, Teachers	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
8	Begin pulling targeted student groups based on MAP / VALLSS data	Coaches, specialists, interventionalists	Oct. 2025 ▾	May 2026 ▾	Not started ▾	
9	Provide after school tutoring based on needs (LEXIA)	Teachers / Coaches	Oct. 2025 ▾	May 2026 ▾	Not started ▾	\$48/hr per teacher \$82,944
10	Family engagement - Literacy event(s)	Family Liaison, Admin, coaches, teachers	Dec. 2025 ▾	May 2026 ▾	Not started ▾	\$2,000

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Domain I: Academic Support

Content Area:

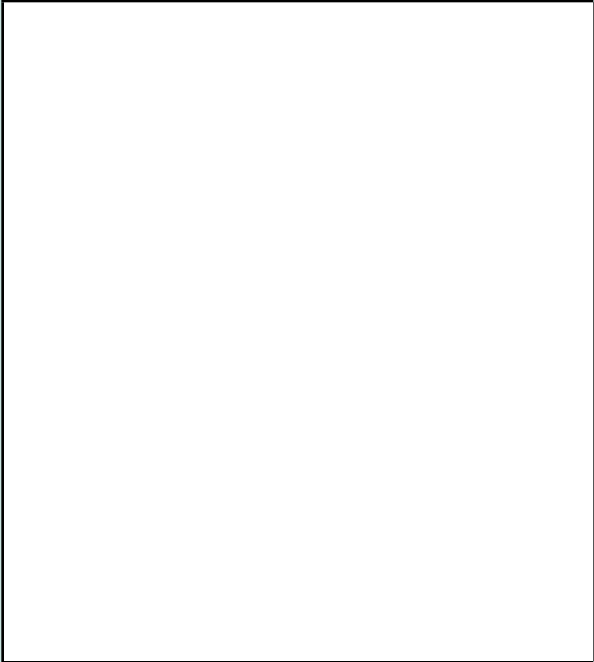
Mathematics

Problem Statement:

Staff and students lack the math knowledge, structure, and expectations to increase student growth in math performance.

Barrier(s):

- **Assessment & Data** - Teachers need more support to regularly collect data and use it to drive instruction.
- **Content Knowledge** - Teachers need additional support with building a strong understanding of content knowledge and identifying and implementing ACPS best instructional practices for math instruction.
- **Lesson Planning** - Lesson plans are incomplete and/or do not consistently align with the standards.
- **Professional Development** - There is a need for professional development to meet the specific needs of teachers with ongoing feedback and support.
- **Accountability** - Increase a sense of accountability from teachers to take ownership of their roles and impact when delivering Tier 1 instruction.
- **Math Anxiety or Low Confidence:** Students



who lack confidence in their math ability may disengage or avoid participating, limiting their learning opportunities.

- **Gaps in Foundational Skills:** Students may struggle with grade-level content if they have not yet mastered prerequisite skills, especially in number sense and operations.
- **Limited Academic Language Proficiency:** Difficulty understanding and using math vocabulary and sentence structures can hinder students’ ability to make sense of problems and explain their thinking.

SMART Goal Statement:

School-level Goal #1:
By June 2026, we will increase the percentage of all students passing the VA Math SOL test to 75%.

- Math SOL baseline data 2024
 - all students: 59%

School-level Goal #2
By June 2026, we will increase the percentage of students disabilities passing the VA Math SOL to 60%

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Strategy

(Evidence-Based)
Strategy Name:

Mathematics Language (sub-category 2): Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts
Word Problems (sub-category 5): Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.
[Assisting Students Struggling with Mathematics: What Works Clearinghouse™ Educator's Practice Guide](#)

Tier of Evidence:

Strong ▾

Description:

Math Language Description: Teachers model and set expectations for students to use accurate mathematical language following these steps:

1. Routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning
2. Use clear, concise, and correct mathematical language throughout lessons to reinforce students' understanding of important mathematical vocabulary words
3. Support students in using mathematically precise language during their verbal and written explanations of their problem solving

Word Problems Description:

1. Teach students to identify word problem types that include the same type of action or event.
2. Teach students a solution method for solving each problem type.
3. Expand students' ability to identify relevant information in word problems by presenting problem information differently.
4. Teach vocabulary or language often used in word

problems to help students understand the problem.

Measures

Student Measure #1:

70% of students will score above the 40th percentile for achievement on the Math MAP administered three times per year.

70% of students below 40% achievement will score 65% or more in growth on Math MAP administered three times per year.

Staff Measure #1:

By June 2026, 70% of observed classrooms will demonstrate application of appropriate mathematical strategies, as gathered through monthly observations using a common walkthrough tool.

Student Measure #2:

75% of students will demonstrate proficiency on the end of unit assessments for each unit .

Staff Measure #2:

By June 2026, 70% of observed co-taught lessons will have special education teachers demonstrating a rating of 3 as measured by the SDI rubric during monthly walkthroughs.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Develop a monitoring tool for math walkthroughs	admin / coaches	Aug. 2... ▾	Aug. ... ▾	Not started ▾	
42	IXL - middle school math	middle math teachers and math coach	Aug. 2... ▾	Jun. 2... ▾	Not started ▾	\$349 per 25 students \$4,188
53	PD on GLAD scaffolding support to include math language	Project GLAD Specialist and math coach	Sept. ... ▾	Apr. 2... ▾	Not started ▾	\$30/hour -afterschool= \$4,800
64	PD on VDOE word problem graphic organizer 3rd -8th	math coach	Sept. ... ▾	Nov. ... ▾	Not started ▾	
75	Begin using math EBI checklist during PLCs	admin / coach / team lead	Sept. ... ▾	Mar. ... ▾	Not started ▾	
86	Math Walkthroughs focused on EBIs with feedback	admin/coach	Sept. ... ▾	Apr. 2... ▾	Not started ▾	
97	PD on integrating Specially Designed Instruction (SDI) in Math instruction	Central Office/Instructional Specialist	Oct. 2... ▾	Mar. ... ▾	Not started ▾	
108	Implement system for peer / video observations of EBI strategies	admin / coach	Oct. 2... ▾	Mar. ... ▾	Not started ▾	substitute teachers needed

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
119	After school math tutoring (Zearn)	teacher	Oct. 2... ▾	Apr. 2... ▾	Not started ▾	\$48/hr per teacher \$82,944
121 0	Family engagement - math event	Family Liaison, family engagement committee	Feb. 2... ▾	Feb. ... ▾	Not started ▾	\$2,000

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 ▾	<ul style="list-style-type: none"> sign in sheet for PD, walk throughs data, map data, unit tests, lesson plans, IXL reports, PLC agenda 	<ul style="list-style-type: none"> • 	
Oct. 2025 ▾	<ul style="list-style-type: none"> Zearn reports, sign in sheet for PD, walk throughs data, map data, unit tests, lesson plans, IXL reports, PLC agenda 	<ul style="list-style-type: none"> • 	
Nov. 2025 ▾	<ul style="list-style-type: none"> peer observation form, sign 	<ul style="list-style-type: none"> • 	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	in sheet for PD, walk throughs data, unit tests, lesson plans, IXL reports, PLC agenda, Zearn reports		
Dec. 2025 ▾	<ul style="list-style-type: none"> sign in sheet for PD, walk throughs data, map data, unit tests, lesson plans, IXL reports, PLC agenda, peer observation form 	<ul style="list-style-type: none"> 	
Jan. 2026 ▾	<ul style="list-style-type: none"> sign in sheet for PD, walk throughs data, nit tests, lesson plans, IXL reports, PLC agenda, peer observation form 	<ul style="list-style-type: none"> 	
Feb. 2026 ▾	<ul style="list-style-type: none"> sign in sheet for PD, walk throughs data, map data, unit tests, lesson plans, IXL reports, PLC agenda, peer observation form 	<ul style="list-style-type: none"> 	
Mar. 2026 ▾	<ul style="list-style-type: none"> sign in sheet for PD, walk throughs data, unit tests, lesson plans, IXL reports, PLC agenda, peer observation form 	<ul style="list-style-type: none"> 	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Apr. 2026 ▾	<ul style="list-style-type: none"> sign in sheet for PD, walk throughs data, map data, unit tests, lesson plans, IXL reports, PLC agenda, peer observation form 	<ul style="list-style-type: none"> 	
May 2026 ▾	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	
Jun. 2026 ▾	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

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:

In 2024-25, MLL and SWD in grades 4 and 6 through 8 did not meet expected proficiency and/or growth on science unit and benchmark assessments.

Barrier(s):

- **School-wide Systems & Structures** - There is a need for a common language, system, and structures in science instruction, to include literacy, analytical, and collaboration skills.
- **Science Content and Pedagogical Knowledge** - Not all teachers have comprehensive training and background knowledge of science content and ACPS best practices for science instruction.
- **Professional Development** - There is a need for school-wide professional development specific to science, which has not been a focus previously.
- **PLC Instructional Focus** - Proficiency rates on assessments across classrooms of the same grade level are inconsistent, indicating a need to strengthen consistency within teams for science instruction.
- **Differentiation** - There is a need for additional support with consistent implementation of differentiation best practices in tier 1 instruction and support to strengthen co-teaching and collaboration

practices.

- **Assessment & Data** - Inconsistent implementation across PLCs of the collection, analysis, and utilization of data to drive instruction.
- **Lesson Planning** - Lesson plans are not reliably prepared in advance to allow for meaningful PLC conversations about consistency and standards alignment and required rigor.
- **Curriculum and Science Materials** - There is inconsistent availability of district unit assessments (6th-8th) and K-8 science curriculum. Within the school, there is a lack of clarity and/or system for obtaining science materials for hands-on experiments.
- **Staffing** - Staff on the leadership team (i.e. coach, interventionists) are given additional duties and responsibilities that prevent them from consistently providing support and feedback to teachers in need.

SMART Goal Statement:

School-level Goal #1:

By June 2026, we will increase the percentage of 5th grade and 8th students passing the VA Science SOL to 70%.

- Science SOL baseline data 2025:
 - all students: 59%

School-level Goal #2:

By June 2026, we will increase the percentage of 5th and 8th grade MLL and SWD passing the VA Science SOL by at least 10%.

- Science SOL baseline data 2025-
 - MLL: 30% (WIDA Levels 1-4)
 - SWD: 16%

Strategy

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

5E Model

[5E Instructional Model](#)

Effect size: .67, Improvement Index: 29

[Inquiry-Based Science Teaching](#)

Effect Size: .50

Tier of Evidence:

Strong ▾

Description:

The 5E instructional model is structured to help students better understand scientific principles and phenomena. It is composed of five phases: Engage, Explore, Explain, Elaborate, and Evaluate. The order of the 5Es allows students to build on existing knowledge and later, apply their newfound knowledge. As students move along the 5Es of science, they are actively engaged in their own learning.

Measures

Student Measure #1:

MLL and SWD in 4th-8th grades will see at least a 10% increase in proficiency for fall and spring Science Benchmark assessments compared to 2024-25

Staff Measure #1:

By June 2026, Science PLCs will affirmatively respond to at least 70% of the items on a common "5E Checklist" completed together during reflective conversations.

proficiency rates.

Student Measure #2:

MLL and SWD in 4th-8th grades will see at least a 10% increase in proficiency on district and/or school unit assessments compared to 2024-25 proficiency rates.

Staff Measure #2:

By June 2026, 70% of observed classrooms will demonstrate use of structured student discourse strategies embedded within the 5E model, as gathered through monthly observations using a common walkthrough tool.

[VDOE SCOT Tool](#)

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Create and/or finalize common “5E Checklist” for science PLC unit and lesson planning reflection	Science Coach + Central Office Science Specialists	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾	
2	Develop walkthrough tool for science instruction	Science Coach + Central Office Science Specialists	Aug. 2025 ▾	Aug. 2025 ▾	Not started ▾	
3	Professional learning on the philosophy of the 5E Model of science instruction	Science Coach + Central Office Science	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
		Specialists				
4	Professional learning on Project GLAD scaffolding and review structured student discourse strategies to embed within 5E during science instruction with particular attention to strategies to support equitable student engagement and access to science content.	Coaches + Central Office GLAD Specialist + Director of Equitable Practices + EL Teachers	Aug. 2025 ▾	Jun. 2026 ▾	Not started ▾	
5	Train teachers and begin using IXL Science with students to practice previously taught skills (5th-8th)	Science coach + 5th-8th grade science teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	\$30/hour after school PD = \$4,800 + \$349 per 25 students = _____ = _____
6	Implement regular Science grade-level PLCs with 3rd-5th grade teachers to include learning opportunities on elements of 5E, including when and how to incorporate structured student discourse and explicit language instruction	Science Coach + grade level teams	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
7	Implement monthly Science PLCs with the 6th-8th grade teachers to include regular learning opportunities on elements of 5E, including when and how to incorporate structured student discourse and explicit language instruction. Consider collaboration with Jefferson Houston and/or Hammond Middle School teachers on unit assessments.	Science Coach + MS science teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
8	Family engagement - STEAM event(s)		Oct. 2025 ▾	May 2026 ▾	Not started ▾	\$2,000
9	Begin using 5E Checklist in 3rd-8th Science PLCs	Science Coach + 3rd-8th PLC team	Oct. 2025 ▾	Jun. 2026 ▾	Not started ▾	
10	Peer observations/videos of EBI strategies	Admin + coaches	Oct. 2025 ▾	Mar. 2026 ▾	Not started ▾	substitute teachers needed
11	Science walkthroughs based on EBI with feedback	PH coaches, interventionists + Central Office specialists	Nov. 2025 ▾	Jun. 2026 ▾	Not started ▾	
12	Implement Science PLCs in grades K-2 with regular learning opportunities on elements of 5E, including how to incorporate structured student discourse and explicit language instruction	Science Coach + K-2 PLC team	Dec. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
13	Begin using 5E Checklist in K-2 Science PLCs	Science Coach + K-2 PLC	Feb. 2026 ▾	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 ▾	<ul style="list-style-type: none"> Finalized 5E Checklist Finalized science walkthrough tool Staff attendance for PD on: 5E, GLAD, IXL Science 	•	
Oct. 2025 ▾	<ul style="list-style-type: none"> PLC Agendas (3-8) 	•	
Nov. 2025 ▾	<ul style="list-style-type: none"> 5E Checklists completed by PLCs (3-8) 	•	
Dec. 2025 ▾	<ul style="list-style-type: none"> Walkthrough tool data Notes from peer observation and/or video observation reflections 	•	
Jan. 2026 ▾	<ul style="list-style-type: none"> PLC Agendas (K-2) 	•	

Science: 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 ▾	<ul style="list-style-type: none"> Continue to use evidence from previous months as more data / notes / checklists are compiled 	•	
Mar. 2026 ▾	<ul style="list-style-type: none"> Continue to use evidence from previous months as more data / notes / checklists are compiled 	•	
Apr. 2026 ▾	<ul style="list-style-type: none"> Continue to use evidence from previous months as more data / notes / checklists are compiled 	•	
May 2026 ▾	<ul style="list-style-type: none"> Continue to use evidence from previous months as more data / notes / checklists are compiled 	•	
Jun. 2026 ▾	<ul style="list-style-type: none"> Continue to use evidence from previous months as more data / notes / checklists are compiled 	•	

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: Students are impacted by high staff turnover, which disrupts learning consistency, support systems, and academic progress

- Barrier(s):**
- Lack of admin support in staff accountability and transparency
 - Communication and collaboration is not consistent
 - Lack of meaningful professional development with resources
 - School-wide behavior program and supports are not clear or consistently implemented
 - Lack of staff morale and relationships

SMART Goal Statement: By May 2026, teacher survey data will show a 20% increase in the area of effectively addressing the diverse academic, social, and emotional needs of students.

Teacher survey baseline data 2025 -
- "I feel supported in addressing the diverse academic, social, and emotional needs of my students": 3.3 / 5

Strategy

(Evidence-Based) Strategy Name: PLCs - [Culture of Collaborative Inquiry](#)
Frame this strategy around the AVID CCR Framework that details what educators do: "Insist on Rigor, Break Down Barriers, Align the Work, and Advocate for Students"

Tier of Evidence: Tier 1
Strong ▾

Description: "While there has long been evidence that collaboration among educators leads to improved outcomes for teachers and students (e.g. Goddard et al., 2007), more recent research provides critical descriptive detail on quality collaboration focused on instruction (e.g. Ronfeldt et al., 2015), and what educator collaboration looks like in day-to-day practice (e.g. Wilson et al., 2017). The research

Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

demonstrates how traditional collaborative structures become even more effective and powerful when infused with an inquiry approach, deliberately combine individual and collective learning, and build capacity for teacher voice and agency (e.g. Timperly et al., 2014; Hargreaves & Fullan, 2012)."

Measures

Student Measure #1:

By May 2026, 60% (baseline 48%) of students will score above the 40th growth percentile on the MAP assessment in Reading and Math.

Staff Measure #1:

By June 2026, 100% of teachers will indicate an increase in their ability to apply Tier 1 instructional strategies in their classroom practice as measured through quarterly reflective surveys

Student Measure #2:

N/A

Staff Measure #2:

By May 2026, 100% of PLC teams will complete reflections on professional development and collaborative planning sessions, documenting how Tier 1 instructional strategies have been applied in instruction. (2 weeks after a PD-PLC)

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Develop (or refine) PLC agenda template to include teacher’s consideration of AVID CCR Framework and PLC reflection questions	CSIP Committee, IMT, Admin	Aug. 2025 ▾	Aug. 2025 ▾	Not started ▾	
2	Develop PLC reflection questions aligned to Staff Measure #2	CSIP Committee, IMT	Aug. 2025 ▾	Aug. 2025 ▾	Not started ▾	
3	Develop quarterly staff surveys aligned to Staff Measure #1 and the overall SMART goal	CSIP Committee, IMT	Aug. 2025 ▾	Aug. 2025 ▾	Not started ▾	
4	Establish PLC teams that include representation from all instructional areas, ensuring that all stakeholders—including Special Education, EL, Electives/Encore, PE teachers, coaches, and administrators—are included on at least one PLC team.	Admin, Coaches, Lead Teachers	Aug. 2025 ▾	Aug. 2025 ▾	Done ▾	
5	Monitor implementation of Lead Teacher PLC turnaround training expectation, analyze lead teacher data (observations).	Coaches and Admin	Aug. 2025 ▾	Sept. 2025 ▾	In progress ... ▾	
6	IMT Planning for PLCs	Admin, Coaches, Specialist	Aug. 2025 ▾	Sept. 2025 ▾	In progress ... ▾	
7	Targeted “turnaround” training to	Central Office	Aug. 2025 ▾	Jun. 2026 ▾	In progress ... ▾	

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	designated lead teachers across all instructional areas, including EL, Special Education, Encore, Electives, and Grade Levels, to support consistent implementation of Tier 1 instructional strategies and effectively facilitate collaboration in PLC	and Coaches				
8	Conduct in-service training where lead teachers model PLC expectations and collaborative practices for their teams, using strategies and structures learned during Lead Teacher Training to ensure consistency and alignment across all PLCs.	Lead Teachers and Coaches	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
9	Monitor staff adherence to PLC expectations through regular observations, and analyze the data collected from these observations to assess the effectiveness of PLC practices and identify areas for further support or adjustment.	Admin, IMT	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
10	Quarterly check-ins by CO to support implementation and reflection	Central Office	Oct. 2025 ▾	May 2026 ▾	Not started ▾	
11	Quarterly Staff surveys	Admin, IMT	Oct. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Staffing: Evidence and Analysis of Progress

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

Staffing: Quarterly Monitoring

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

Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]

Domain IV: School Climate Supports

Problem Statement:

Disruptive student behavior and chronic absenteeism is consistently impacting instructional time and school climate, highlighting the need for a more effective approach to behavior management and support.

Barrier(s):

- **Inconsistent Behavior Framework**
Without a schoolwide system, students experience different rules and consequences, creating confusion and inequity.
- **Limited Professional Development**
Teachers may lack training in restorative practices or trauma-informed approaches, limiting their toolbox for behavior support.
- **Low Family Engagement**
Engaging families can be challenging when trust is low, communication (language barriers included) is spotty, or barriers like work schedules exist.
- **Lack of Student Voice**
When students don't feel heard or involved, their sense of belonging and motivation to attend and behave declines.
- **Teacher Burnout & Turnover**
High stress and lack of support can lead to staff burnout, making consistent implementation of behavior supports

difficult.

SMART Goal Statement:

Smart Goal 1:

By June, 2026, we will see a 10% increase in teachers' use of, understanding of, and trust in the office discipline referral process as measured by pre and post surveys

Teacher survey baseline data 2025 -

- "I feel supported in addressing the diverse academic, social, and emotional needs of my students": 3.3 / 5

Smart Goal 2:

By June, 2026, we will decrease chronic absenteeism by 10%, as measured by daily teacher attendance tracking through PowerBI

Chronic Absenteeism baseline data 2025

- overall: 13%
- K-5: 19%
- 6-8: 0% (<-- this is not really accurate, but it's what PowerBI indicates)

Strategy

(Evidence-Based) Strategy Name:

[Positive Behavioral Interventions and Supports \(PBIS\)](#)

Tier of Evidence:

Strong ▾

Description:

“Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students’ behavioral, academic, social, emotional, and mental health. When implemented with fidelity, PBIS improves social emotional competence, academic success, and school climate. It also improves teacher health and wellbeing. It is a way to create positive, predictable, equitable and

safe learning environments where everyone thrives.”
pbis.org

Patrick Henry will engage in a refresh of our PBIS structure, implementation, and evaluation using blueprints, examples, and toolkits from PBIS.org to support student behavior and classroom management.

Measures

Student Measure #1: Increase students’ positive feelings towards teachers and school by 5% through the use of the PBIS survey, gathered quarterly.

Staff Measure #1: Decrease the number of referrals quarter to quarter by 5% as measured by the number of office discipline referral system Google Form responses

Student Measure #2: N/A

Staff Measure #2: 100% of teachers will indicate an increase in their capacity to implement tier 1 management strategies as measured by responses to quarterly PLC classroom management surveys.

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Identify appropriate system to measure 6th - 8th grade chronic absenteeism rate and share with Patrick Henry	Central Office Staff, Dean, Admin, SST	Aug. 2025 ▾	Aug. 2025 ▾	Not started ▾	
2	Refine and standardize Positive Acknowledgment System - create handbook to include attendance incentives	Admin, Dean, SST, and PBIS Team	Aug. 2025 ▾	Aug. 2025 ▾	In progress ... ▾	\$10,000
3	Refine and standardize office discipline referral system - including analysis of 2024-25 referrals to categorize appropriate / referrals submitted with fidelity.	Admin, Dean, SST, and PBIS Team	Aug. 2025 ▾	Aug. 2025 ▾	In progress ... ▾	
4	Train staff on updated positive acknowledge system and office discipline referral system	Dean, SST, and PBIS Team	Aug. 2025 ▾	Aug. 2025 ▾	In progress ... ▾	
5	Train staff and/or offer refresher on tier 1 behavior management strategies to include RULER, CASEL competencies, and restorative practices (community circles).	Dean, PBIS Team, and SST, Central Office	Aug. 2025 ▾	Aug. 2025 ▾	In progress ... ▾	
	Continue to implement attendance incentive systems.	Attendance committee members, SST	Aug. 2025 ▾	Aug. 2025 ▾	Not started ▾	
6	Monitor and analyze attendance data monthly	Admin and attendance committee	Sept. 2025 ▾	Monthly ▾	Not started ▾	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	Monitor use of tier 1 behavior management strategies through monthly walkthroughs	Restorative Practices Central Office Specialists, SST, Admin	Sept. 2025 ▾	Aug. 2025 ▾	Not started ▾	
7	PD - continued rollout on handbook for PBIS strategies for staff to include videos of staff implementation of community circles and other tier 1 strategies.	Dean, PBIS Team, SST, outside consultants?, PH teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	\$10,000
8	Monitor, adjust, and revise as needed positive acknowledgement system and referral system monthly	Dean, SST, and PBIS Team	Sept. 2025 ▾	Monthly ▾	Not started ▾	\$5,000
9	Implement teacher / PLC surveys quarterly	CSIP / PBIS Committee	Oct. 2025 ▾	Quarterly ▾	Not started ▾	
10	Implement short (3-5 question) student surveys quarterly (using PBIS survey as a starting point)	CSIP / PBIS Committee	Oct. 2025 ▾	Semester ▾	Not started ▾	
11	Implement PBIS-related family engagement strategies (focused on attendance, overall PBIS understanding, using PBIS at home)	Family liaison	Dec. 2025 ▾	Semester ▾	Not started ▾	\$2000

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	referral system monthly					
9	Implement teacher / PLC surveys quarterly	CSIP / PBIS Committee	Oct. 2025 ▾	Quarterly ▾	Not started ▾	
10	Implement short (3-5 question) student surveys quarterly (using PBIS survey as a starting point)	CSIP / PBIS Committee	Oct. 2025 ▾	Semester ▾	Not started ▾	
11	Implement PBIS-related family engagement strategies (focused on attendance, overall PBIS understanding, using PBIS at home)	Family liaison	Dec. 2025 ▾	Semester ▾	Not started ▾	\$2000

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 ▾	<ul style="list-style-type: none"> Analyze Documentation vs. Referral data from Office Discipline Referral Google Form 	<ul style="list-style-type: none"> Referral Tracking Form 	<ul style="list-style-type: none">
Monthly ▾	<ul style="list-style-type: none"> Chronic absenteeism 	<ul style="list-style-type: none"> PowerBI report 	<ul style="list-style-type: none">
Nov. 2025 ▾	<ul style="list-style-type: none"> Peer to Peer Shadowing Checklist and/or Peer Feedback (in person/video) to indicate teacher fidelity with behavior system 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Dec. 2025 ▾	<ul style="list-style-type: none"> Positive Incident tracker with events and how many participated, why were some not included (bucks, cart purchases) <ul style="list-style-type: none"> what expectation did the students not meet 	<ul style="list-style-type: none"> Start the baseline data collection of: <ul style="list-style-type: none"> How many students participated? How many teachers participated? 	<ul style="list-style-type: none">
Jan. 2026 ▾	<ul style="list-style-type: none"> PD Exit ticket 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Feb. 2026 ▾	<ul style="list-style-type: none"> Student Survey 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Mar. 2026 ▾	<ul style="list-style-type: none"> Classroom management PLC reflection survey 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Apr. 2026 ▾	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
May 2026 ▾	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
Jun. 2026 ▾	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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)]