Virginia's Comprehensive School Improvement **Plan**

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

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

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

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

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

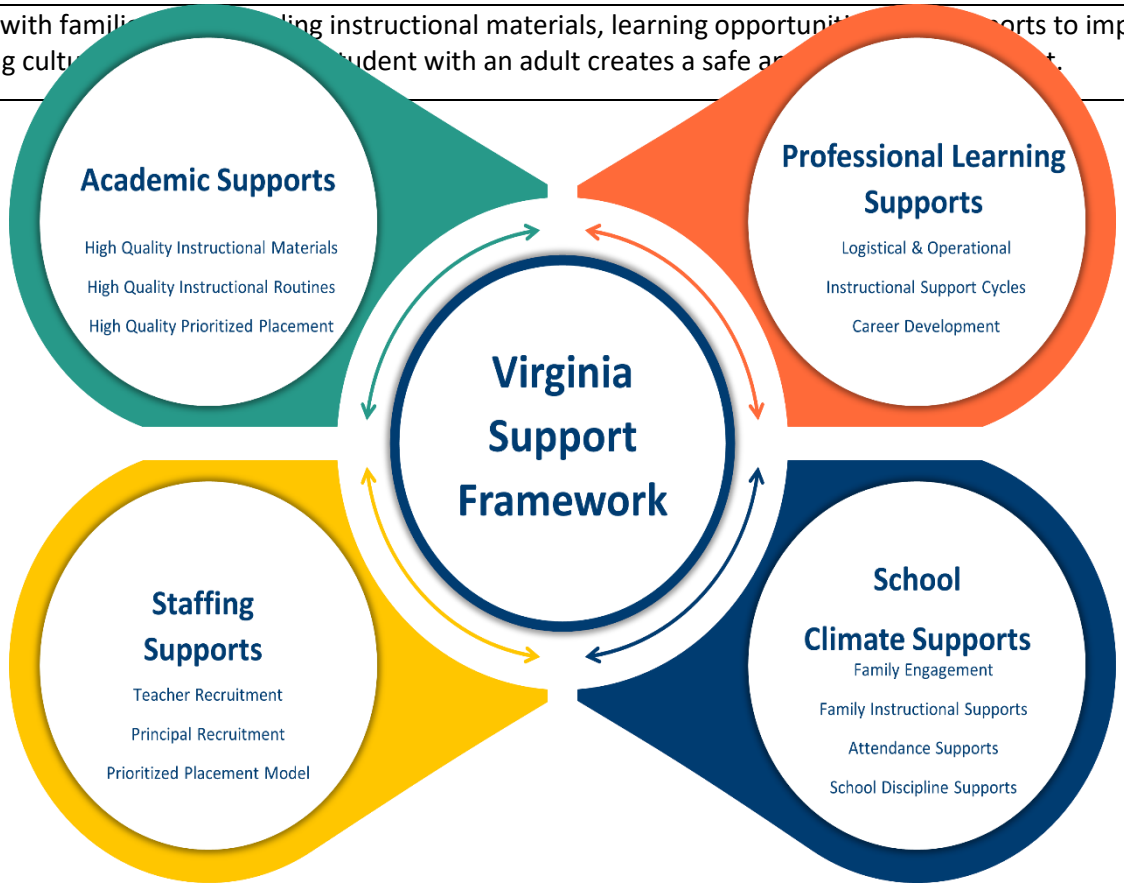
How to use the Virginia Comprehensive School Improvement Plan:

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

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

Domain of Support	Description
Academic	Providing high-quality instructional materials, routines, and prioritized placement are critical to the successful operation of the school division, and focuses on alignment, engagement, rigor, and organizing staff based on need.
Staffing	Recruiting, allocating, and retaining teachers and principals to address schools and areas with the greatest needs, to include building capacity from those within and the retention of high-quality staff are integral to school division success.
Professional Learning	Managing a school building effectively by providing logistical support to maximize learning through clear calendars and master schedules; and targeting professional learning centered on the instructional cycle with a focus on student outcomes.

School Climate	Engaging with famili ling instructional materials, learning opportuni orts to improve attendance creates a welcoming cultu udent with an adult creates a safe a t.



Profile Information	
Division: Alexandria City Public Schools	**School: Charles Barrett Elementary School**
Principal: Loren Brody	**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.
Charles Barrett will conduct weekly instructional leadership team meetings, monthly school leadership council meetings, and quarterly family engagement action team meetings. Charles Barrett will also conduct classroom learning walks, classroom walkthroughs, and peer observations focused on monitoring progress toward CSIP goals. CSIP Planning Session Photos Attached

Domain I: Academic Supports	Content Area: Reading

Barrier(s): Reading Fishbone; Reading Data for Equity Protocol

- There is inconsistent Tier 1 instruction across classrooms and grade levels
- Walpole IDI Instruction is inconsistent
- Limited professional development for new/novice teachers
- Inconsistent evidence of rigor across classrooms and grade levels

SMART Goal Statement: By June 2025, we will reduce the number of students who are high-risk in K-3 VALLSS by 50% (from 126 to 63) and move 50% of the students who are moderate risk to low risk (from 66 to 33). By June 2025, we will increase the pass rates on Reading SOL's for each subgroup to at least 65%. By June 2025, we will increase the percentage of all students passing the VA Reading SOL to 75% (over a baseline of 65%).

Baseline (Spring 2024 SOL): 65% all students, 91% White, 56% Black, 34% Hispanic, 38% Students with Disabilities, 34% Econ Disadv, 32% English Learners

(Evidence-based) Strategy Name:	Strategy Description:
Choose 1-2 strategies? IES: What Works Clearing House 1. Grades K-3: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade 2. Grades K-5: Teaching Academic Content and Literacy to English Learners in Elementary and Middle School Tier of Evidence: Tier 1 - Strong	We will determine and provide intense, systematic intervention for students as identified as high risk on the VALLSS screener (Virginia Language and Literacy Screening System) as well as strengthen our Tier 1 literacy instruction which includes strengthing the teaching of academic language in all grades. **Strategy 1:** Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Develop awareness of the segments of sounds in speech and how they link to letters. Teach students to decode words, analyze word parts, and write and recognize sounds. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension. **Strategy 2:** In order to strengthen our teaching of academic content to English Learners we will teach students academic vocabulary words intensively across several days, integrate oral and written English language instruction into content-area teaching, provide regular, structured opportunities to develop written language skills, and provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Student Measure #1: Reduction of the number of VALLSS (K-3) identified students in grades K-2 by 25%. We will use VALLSS (K-3) and Bookworms (IDI) (4-5) quick checks that monitor targeted reading skills to monitor student progress.	**Student Measure #2:** Increase in percentage of students in the 60th%-tile band or higher for MAP Achievement to 60% of 2nd through 5th graders. Decrease number of students in the 20%-tile Achievement band or lower to 15% of 2nd through 5th graders.
Staff Measure #1: Teachers will input their progress monitoring data into the Literacy Data Tracker Spreadsheet. We will analyze this data during our Literacy PLC meetings to determine trends and adjust our literacy intervention as needed. We will measure the implementation and effectiveness of IDI through "IDI Look For" forms.	**Staff Measure #2:** Teachers will attend weekly PLC meetings regarding student data and implementation as measured by PLC agenda notes.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring
Training on Virginia Language and Literacy Screening System (VALLSS) online during teacher work week	8/7/2024	9/6/2024	Literacy Coach
Meet as grade level teams to create, enhance, and share resources and strategies used for differentiation to meet needs of students reading at various levels (GLAD to CETA and other best practice for ELLs)	8/7/2024	6/7/2025	Literacy Coach , Reading Team, ClassroomTeachers, EL Teacher associated with that grade level
Based on data showing rhyme and spelling as areas of need, teachers (K-rhyme and K-2	Quarter 2	End of year with progress monitoring after each quarter	Literacy Coach, Reading Team, Admin, Classroom Teachers

spelling) will problem solve in consultation with literacy coach / reading team to find strategies to implement after 1st quarter			
Grade level planning / mapping at beginning of the year to incorporate instruction between Bookworms units (novels) around test taking / reading strategies for fiction and nonfiction passages (highlighting, T chart for good readers, test taking behaviors, stamina, text evidence)	8/7/24	Ongoing through 6/7/25	Literacy Coach , Reading Team, ClassroomTeachers, EL Teacher associated with that grade level
Create tools / provide a range of options for teachers to implement so that students can monitor and celebrate personal data and growth related to a variety of skills– fluency (Dibels) , IDI, WIDA, MAP	8/7/24	6/7/25; quarterly	Literacy Coach , Reading Team, ClassroomTeachers, EL Teacher associated with that grade level
Engage teachers in ongoing professional development on the science of reading (e.g., Bookworms, RGR, DIBELS, IDI) through division-led PD during Teacher Return Week and weekly PLCs.	8/7/24	Ongoing through 6/7/25	Literacy Coach , Reading Team, ClassroomTeachers, EL Teacher associated with that grade level

Provide professional development around implementing Walpole's IDI curriculum as well as how to utilize the IET block to leverage literacy skills.	8/7/24	Ongoing through 6/7/25	Literacy Coach, Reading Team, Classroom Teachers, EL Teacher associated with that grade level

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

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

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

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)		
PLC presentations and related materials			
PLC attendance sheets			
Goal setting documents, completed documents - ACPS Instructional Doaches Plan 24-25: Data and Strategies - Admin/Coaches Agreement (in progress)			
Walkthrough/observation/"look for" data - Langauge Objectives - "Look For" forms (planning to implement and use in Q2)			
Data reports: MAP, PALS/VALLS, DIBELS, IDI - Litercy Data Spreadsheet - CB Fall '24 IDI Groups - CB K-3 Student Reading Plan Students - Grade 1-3 Student Reading Plan Data Upload			

Domain I: Academic Supports	Content Area: Math
Barrier(s): Math Fishbone; Math Data Equity Protocol	
SMART Goal Statement: Decrease the achievement gap among ELs and Sped students as compared to all students on MAP and SOL by 10% or more.	
(Evidence-based) Strategy Name: Data Meetings/Student Goal Setting **Tier of Evidence:** 1	**Description:** All grade-level teams will participate in quarterly Math data meetings with instructional leadership team members. All teachers will post and collect ongoing data on students' goal setting targets
Student Measure #1: 95% of students will show evidence of individual goal setting and progress monitoring.	**Student Measure #2:** N/A
Staff Measure #1: 100% of teacher classrooms will have evidence of daily language objectives.	**Staff Measure #2:** 100% of homeroom teachers will demonstrate reteaching in response to monthly data meetings.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring
Training on MAP - how to familiarize students with the assessment, and get buy-in in terms of understanding the value of the assessment	August 12, 2024	September 1, 2024 Before fall administration of MAP	Math Leadership team
Develop protocols and procedures for goal setting with students in targeted subgroups who fall below the 40% in achievement	July 1, 2024	August 16, 2024	
Training on using goal setting with students related to MAP scores	September 2024	End of Q1	
Monitor goal setting MAP - Quarterly	October 2024	April 2025	Math coach/admin

Following each MAP administration, grade level teams will meet to disaggregate and plan next steps.	September 2024 January 2025 March 2025	April 2025	math coach / admin/ classroom math teachers
Training on increasing rigor of academic discourse in classrooms: GLAD, CETA, language objectives	August 12, 2024	August 16, 2024	Instructional Leadership Team, GLAD trainer
Provide resources, strategies and tools for developing number sense and number sense routines (focus on communication standards) and lesson	August 12, 2024	October 24, 2024 (Q1)	Math Leadership Team
Training on Math workshop structure- required for all new teachers and any math teachers who have not previously attended	August 12, 2024	August 16, 2024	
Collaborate with grade level teams to incorporate summarizing strategies and reflection into daily lessons	October 27, 2024	May 31, 2025	
Ongoing professional development re: new standards and resources to include academic alignment, engagement, and rigor	August 12, 2024	May 31, 2025	
Training: increasing rigor/alignment: problem solving and justification	October 28, 2024	January 23, 2024	
Training: increasing rigor/alignment: making connections	January 28, 2024	March 27, 2024	
Training: Test prep strategies to include GLAD2CETA	April 1, 2024	April 30, 2024	

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

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

<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <u>Analysis</u>: Address impact and next steps.	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
Training presentations and related materials	
Training attendance sheets	
Goal setting documents, completed documents	
Walkthrough/observation/"look for" data	
Data reports: MAP, VKRP, VGA	

Domain I: Academic Supports	Content Area: Science
Barrier(s): Science Fishbone; Science Data Equity Protocol	
SMART Goal Statement: By June 2025, we will increase the percentage of all students passing the Science 5 SOL.	
(Evidence-based) Strategy Name: Explicit Vocabulary Instruction **Tier of Evidence:** 1	**Description:** Use of explicit vocabulary instruction and assessment to monitor progress between EL and non-EL students
Student Measure #1: 95% of EL students will perform at the same proficiency rate as non-EL students. All students will score 80% or higher on unit assessments.	**Student Measure #2:** N/A
Staff Measure #1: 100% of classrooms will show evidence of research-based science vocabulary strategies.	**Staff Measure #2:** N/A

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring
Co-planning and unit enhancement for 4th grade science instruction using GLAD to CETA strategies	August 2024	May 2025	ELL Teacher, Science Teachers
Use of explicit vocabulary instruction and assessment to monitor progress between EL and non-EL students	August 2024	May 2025	All teachers
Progress monitoring spreadsheet for Science assessments	August 2024	May 2025	Instructional Leadership Team
Provide students with regular practice of TEI items similar to SOL tests (grades 3-5)	August 2024	May 2025	Science teachers
Develop specialist schedule to provide co-teaching opportunities based on student needs	August 2024	May 2025	EL Teacher, SpEd Lead Teacher

Ensure that grade level Science is not taught at the same time due to lack of resources available for all students.	August 2024	May 2025	Administration, Master Schedule Committee

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

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

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

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Unit post-test data with vocabulary assessments scored separately	
SOL data	
Curriculum benchmark data	
Staggering of Science instructional times on master schedule to ensure that Science is taught at different times and materials are readily available to all students	

Domain II: Staffing Supports	
Barrier(s):	
SMART Goal Statement:	
(Evidence-based) Strategy Name: **Tier of Evidence: Choose an Item**	**Description:**

Student Measure #1:	Student Measure #2:
Staff Measure #1:	Staff Measure #2:

Action Plan			
Action Steps (Describe the step and include who will implement and how often it will be implemented)	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**

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

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. Analysis: Address impact and next steps.	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**

Domain III: Professional Learning Supports
Barrier(s): Coordination of professional learning services

SMART Goal Statement: TBD	
(Evidence-based) Strategy Name: TBD **Tier of Evidence: Choose an Item**	**Description: TBD**
Student Measure #1: TBD	**Student Measure #2: TBD**
Staff Measure #1: TBD	**Staff Measure #2: TBD**

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring
Develop schedule and attendance requirements of of PLC meetings to be shared with staff at beginning of year			Reading/Math coaches
Develop schedule for GLAD quarterly goal setting sessions			GLAD trainer
Develop procedures and protocol for coverage for peer observations.			Instructional leadership team/admin
Develop "look for" document of best instructional practices for walk-throughs and peer observations			Instructional leadership team
Develop protocols to be used for PLC cycles: Continuous Improvement Cycle (CIC) a.k.a. PDSA			Instructional leadership team
Set quarterly meetings to analyze process			Instructional leadership team
Quarterly walkthroughs by ILT, central office?			ILT/admin
Develop protocol for analyzing effectiveness of PLC structure.			Instructional leadership team
Orientation for GLAD/CETA/PBIS programs for new teachers	August 12, 2024	August 16, 2024	GLAD2CETA chair

Research number sense assessment tools for use in 1st grade classrooms	August 12, 2024	October 31, 2024	Math leadership team

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

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. **Analysis: Address impact and next steps.**	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
Agendas from PLC grade level meetings with notes	
Data analysis products	
Meeting schedules with associated materials, presentations, handouts, etc	
Survey data and analysis	
Attendance sheets	
Feedback from Quarterly Instructional Meetings	
Protocol documents	
Quarterly walkthrough observations	

Domain IV: School Climate Supports	
Barrier(s): Attendance Fishbone; Attendance Data Equity Protocol	
SMART Goal Statement: Reduce Chronic Absenteeism for both K and 1 by 2 percentage points.	
(Evidence-based) Strategy Name: Two-Way Communication; 2 x 10 **Tier of Evidence: Choose an Item**	**Description:** TBD

Student Measure #1: TBD	**Student Measure #2:** TBD
Staff Measure #1:	**Staff Measure #2:**

Action Plan			
Action Steps (Describe the step and include who will implement and how often it will be implemented)	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**
Cultural competencies self-assessments for all staff members	August 2024	May 2025	Kindred Leadership Team
Attendance Procedures flow chart	August 2024	May 2025	Attendance Team
K-1 Parent Workshops	August 2024	May 2025	Attendance Team
Staff Meeting PD on Student Attendance	August 2024	May 2025	Attendance Team

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

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. **Analysis: Address impact and next steps.**	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**