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 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:** Cora Kelly School for Science, Technology, and Math
Principal: Molly McCabe	**Designations (if applicable): Jessica Milliken, Assistant Principal**

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.

On May 5, a key development meeting took place, bringing together a school board member, central office staff, parents, administrators, instructional coaches, and teachers from each PLC team. The group reviewed problem statements developed through data analysis, and discussed key goals for the upcoming year. Small groups then provided feedback and ideas related to each area of the CSIP.

Instructional Coaches will play a critical role by providing a monthly update of their specified area of the CSIP to the School Instructional Council, which includes teacher representatives from each grade level. The Instructional Council will collaboratively make adjustments (both vertically and by grade level and to instructional practices or interventions as needed.

Through family engagement activities, parent teacher conferences, and a more robust utilization of the Parent Teacher Association, parents and community partners will be provided progress on meeting school improvement goals and will have the opportunity to ask questions and offer suggestions and feedback. With the opening of a Parent Resource and Volunteer Center run by the Parent Liaison, parents and community members can support the implementation of specific initiatives of the plan. Parents can monitor their child's academic progress and communicate with teachers about any concerns or successes. Additionally, parents can provide insights on how the improvement plan is impacting their child at home, helping the school to make necessary adjustments.

Domain I: Academic Supports

Content Area: Reading

Problem Statement:

School reading data indicates a concerning trend of decelerated reading growth beginning in the third grade for our English Learner. Spring 2025 MAP data indicates that 85% of our EL achievement is below the 40th percentile.

Barrier(s):

- EL service delivery often provided in the pull-out small group setting compromises the benefits of peer models
- Reading intervention needs, across grade levels, require a lot of interventionists
- Strict division scheduling requirements leave little room for flexibility in order to provide targeted instruction, intervention plans, etc.
- Time restraints needed for differentiation/scaffolding of BookWorms curriculum given the requirements of Core Reading Block

SMART Goal Statement:

- By June 2026, the number of students in grades K-2 who were identified as "high risk" according to their Fall VALLS results will decrease by 40% across the grade level.
- By June 2026, 3-5 grade students will meet their individual growth goal as measured by the Spring MAP assessment with 40% of our EL learners achieving at the 40th percentile or above.

Strategy

(Evidence-Based) Strategy Name: Enure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

Tier of Evidence: Strong

Description:

All students will be provided rigorous Tier 1 instruction in the general education classroom with necessary scaffolds for English Learners to access a literacy rich environment that will support their reading accuracy, fluency, and comprehension.

Measures			
Student Measure #1:	Monthly VALLS Progress Monitoring (K-2, ELs)	**Staff Measure #1:**	Instructional staff will unpack SOLs in PLCs in collaboration with their co-teacher(s)as evidenced by a running agenda with individual tasks assigned and completed as well as an updated PDSA cycle.
Student Measure #2:	Monthly DIBELS Progress Monitoring (3-5 students who are not identified by VALLS)	**Staff Measure #2:**	Formal Observations and Informal Walkthroughs specifically indicating teacher proficiency in Instructional Delivery(P3) and Culturally Responsive Teaching and Equitable Practices (P6) in relation to differentiation for ELs within the Tier 1 Core Reading Block

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
1	Co-teaching teams will unpack SOLs in regularly scheduled PLCs through PDSA cycles to ensure alignment of lessons using BookWorms curriculum and SOLs	Teachers/Reading Coach/Reading Specialist	Sept. 2025	Sept. 2025	Not started	
2	Reading PLCs will provide opportunities for co-teaching teams, with coaching support, to strategize differentiated reading instruction utilizing GLAD/AVID strategies and adjust		Sept. 2025	Sept. 2025	Not started	

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	student grouping as data indicates.					
3	Co-teaching teams will progress monitor student data (VALLS, DIBELS, etc..) monthly and conduct on-going data analysis to inform programmatic changes in Tier 1 as well as Tier 2 interventions. Analysis of student data will be discussed at PLC meetings and programmatic changes made based on student need.	Teachers/Reading Coach/Reading Specialist/Data Coach	Sept. 2025	Sept. 2025	Not started	Data Coach Salary
4	Coaches will support co-teaching teams in providing a rotating schedule of support to allow for vertical planning, peer observations, and tiered coaching Impact Cycles	Teachers/Reading Coach/Reading Specialist/Specialized Instruction Specialists	Sept. 2025	Sept. 2025	Not started	
5	Acquire Lexia® Core5® Reading licensing for all students. Monitor student data at Reading PLCs in order to inform changes in instruction as needed. Print Out/Hand out Student Achievement Certificates based on Lexia lessons passed.	Data Coach/Reading Coach/Teachers	Sept. 2025	Sept. 2025	Not started	Cost of Lexia licenses (if not covered by CO)
6	Quarterly half-day planning opportunities will be provided to self-assess current co-teaching strategies, reflect, and adjust as needed	Teachers/Coaches/ Specialized Instruction Specialists	Sept. 2025	Sept. 2025	Not started	Cost of substitute coverage for general education teachers
7	Analyze data with grade level teams and literacy coaches in order to support data based decisions in	Data Coach/Reading Coach/Reading Specialist/Teachers	Sept. 2025	Sept. 2025	Not started	Data Coach Salary Estimated: $102,000 Extended Learning Estimated: $38,000

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	adjusting Tier 1 and Tier 2 instruction and participation in Extended Day tutoring.					
8	Students in grades 3 - 5 will complete quarterly writing prompts in order to allow co-teaching teams the opportunity to progress monitoring the written language development, specifically of our EL learners		Sept. 2025	Sept. 2025	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	• VALLS Data, IDI, DIBELS BOY data • Schedule for PLCs	•	
Oct. 2025	• KG VALLS • MAP Data • PLC Agenda and PDSA Cycle Data	•	
Nov. 2025	• PLC Agenda and PDSA Cycle Data • Vertical Alignment/Observations	•	

Reading: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Dec. 2025	• MAP Data • PLC Agenda and PDSA Cycle Data	•	
Jan. 2026	• VALLS Data, IDI, DIBELS MOY • PLC Agenda and PDSA Cycle Data • Vertical Alignment/Observations	•	
Feb. 2026	• PLC Agenda and PDSA Cycle Data	•	
Mar. 2026	• PLC Agenda and PDSA Cycle Data	•	
Apr. 2026	• MAP Data • PLC Agenda and PDSA Cycle Data • Vertical Alignment/Observations	•	
May 2026	• PLC Agenda and PDSA Cycle Data • VALLS Data • SOL Data	•	
Jun. 2026	• PLC Agenda and PDSA Cycle Data • DI, DIBELS EOY	•	

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:

Grade 2-5 MAP data indicates 10 % of our students with English Proficiency of levels 1 & 2 measure at grade level proficiency and 31% of our English Proficiency levels 3+ students measure at grade level proficiency.

Both groups fall below our overall school achievement whereby 42% of our 2nd-5th grade students are at or above grade level expectations. SY24-25 SOL data indicates 34% of ELs passed Math SOL.

Barrier(s):

- Inequitable EL service delivery often provided in the pull-out small group setting
- S24/25 was the first year using the new math curriculum resource which required increased time for implementation planning and little time for EL/GLAD strategy embedment
- Gaps in foundational skills and number sense and understanding of academic math vocabulary
- Language barriers and unfamiliarity with current methods make it difficult for families to provide support
- IET time is dedicated to Reading intervention

SMART Goal Statement:

- By June 2026, 2nd-5th grade will meet or exceed their individual growth index on MAP Math assessment with 40% of our EL 3+ learners measuring at grade level proficiency.
- By June 2026, all students in kindergarten will use one-to-one correspondence to determine how many in a set up to 30, count orally from 0-100 by 1s and group a collection of up to 100 objects into sets of ten and count by tens to determine the total. All students in first grade will count orally from 0-120 by 1s, 5s, 10s, and count by 2s up to at least 30 using a variety of tools.

Strategy

(Evidence-Based) Strategy Name:

Teach students to view and describe their world mathematically using mathematical language and representations

Description:

Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their

Tier of Evidence:	Strong		understanding of mathematical concepts. Representations: Use a variety of concrete representations to support students' learning of mathematical concepts and procedures

Measures

Student Measure #1:	Students in grades K and 1 will be progress monitored three times a year to assess early numeracy and number sense achievement.	**Staff Measure #1:**	Teachers and coaches will collaborate in PLCs to ensure planning for explicit instruction of academic language, including opportunities for discourse and visual representations as evidenced by running agenda with individual tasks assigned and completed and identified in lesson plans
Student Measure #2:	Students in grades 2-5 will participate in the MAP assessment 3 times per year.	**Staff Measure #2:**	Formal Observations and Informal Walkthroughs specifically indicating teacher proficiency in Instructional Delivery(P3) and Culturally Responsive Teaching and Equitable Practices (P6) in relation to differentiation for EL identified students within the Tier 1 Math Block including the use of concrete tools and visual representation

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
1	Math coaches and co-teaching teams will meet weekly or bi-weekly in PLCs whereby they will unpack the SOLs together through PDSA cycles to ensure academic language is explicitly taught and language objectives are included in lesson plans for implementation	Math teachers and Math coaches	Sept. 2025	Sept. 2025	Not started	
2	Co-teaching teams will implement cooperative learning structures and GLAD strategies for students to share their mathematical thinking with peers using academic language	Math teachers/Math coaches	Sept. 2025	Sept. 2025	Not started	
3	PLC teams will recommend students for enrollment in Extended Day Learning to occur up to 3 days a week after school for 1.25 hours. Co-teaching teams and coaches will progress monitor student data to inform programmatic changes.	Math teachers/Math coaches/Data Coach	Sept. 2025	Sept. 2025	Not started	Extended Learning estimated $38,000
4	Quarterly half-day planning opportunities will be provided to self assess current co-teaching strategies, reflect, and adjust as needed	Math teachers/Math Coaches/Data Coach/Specialized Instruction Specialists	Sept. 2025	Sept. 2025	Not started	Cost of substitute coverage for general education teachers
5	Coaches will support co-teaching teams in providing a rotating schedule of support to allow for vertical planning, peer observations, and full coaching cycles utilizing a Impact Cycles and a tired approach	Teachers/Math Coaches/Data Coach/Specialized Instruction Specialists	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	• K-1 BOY data	•	
Oct. 2025	• MAP data • PLC Agenda and PDSA Cycle Data	•	
Nov. 2025	• Formative Assessment data • PLC Agenda and PDSA Cycle Data	•	
Dec. 2025	• MAP data • PLC Agenda and PDSA Cycle Data	•	
Jan. 2026	• K-1 MOY Data • PLC Agenda and PDSA Cycle Data	•	
Feb. 2026	• Formative Assessment data • PLC Agenda and PDSA Cycle Data	•	
Mar. 2026	• Formative Assessment data • PLC Agenda and PDSA Cycle Data	•	
Apr. 2026	• MAP Data • PLC Agenda and PDSA Cycle Data	•	
May 2026	• K-1 EOY Data	•	

Mathematics: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
	• PLC Agenda and PDSA Cycle Data		
Jun. 2026	• SOL data • PLC Agenda and PDSA Cycle Data	•	

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: 64% of 5th grade students passed the 24-25 SY Science SOL. With 42 students taking the assessment, 29 of those students are identified as EL learners. One-third of the EL learners did not pass.

Barrier(s):

- Science SOL tests are reading-heavy and students do not have the prior knowledge to understand complex scientific vocabulary and interpreting diagrams, charts, and tables
- Limited time in the master schedule for co-taught science instruction

SMART Goal Statement: Fifth grade students demonstrated science proficiency on the Virginia Standards of Learning (SOL) assessment by a 65% class passing rate on the 2025–2026 SOL, with a specific focus on improving performance among English Learner (EL) students.

By the end of the school year, K-5 students will demonstrate proficiency as measured by a class average of 75% on science curriculum benchmark assessments/unit assessments through the consistent implementation of inquiry-based instructional strategies that promote critical thinking and hands-on exploration.

Strategy

(Evidence-Based) Strategy Name: Teaching Academic Content and Literacy to ELs

Tier of Evidence: Strong

Description: Integrate oral and written English language instruction into content-area teaching by providing opportunities for students to practice speaking, listening, reading, and writing in English while learning academic subjects.

Measures

Student Measure #1:	Students K-3 will complete teacher-made unit assessments, and 4-5 will complete common unit assessments. Additionally, students 3-5 will complete district benchmark assessments.	**Staff Measure #1:**	Lesson plans include opportunities for productive struggle and planned higher level questioning with differentiation imbedded to provide targeted support for EL learners.
Student Measure #2:	5th Grade Science SOL	**Staff Measure #2:**	Data Coach and STEM Coach will complete modified VDOE Science Look-Fors Walk-Through form twice a year whereby staff will increase their scores by the 2nd observation.

Science: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
1	Co-teaching teams and STEM coach will meet regularly in PLC meetings to unpack SOLs, develop assessments, and plan for incorporating productive struggle and higher level questioning into science lesson plans in order to provide students with increased opportunities to express themselves orally and in writing.	Science teachers/STEM Coach	Sept. 2025	Sept. 2025	Not started	
2	Regularly assess student understanding through formative checks (ie benchmark assessments, unit assessments, exit tickets), with disaggregated data analysis for EL students. Data Coach, STEM Coach, and science teachers will analyze data in	Data Coach/Science teachers/STEM Coach	Sept. 2025	Sept. 2025	Not started	

Science: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	order to make programmatic changes to instruction and offer targeted reteaching.					
3	Coaches will support co-teaching teams in providing a rotating schedule of support to allow for vertical planning, peer observations, and full coaching cycles utilizing Impact Cycles	Teachers/STEM Coach	Sept. 2025	Sept. 2025	Not started	
4	Provide students with visual aids, realia, and lab-based learning to support conceptual understanding in class as well as regularly scheduled STEM lab classes.	STEM Coach/Science Teachers	Sept. 2025	Sept. 2025	Not started	
5	Introduction of regularly scheduled STEM stations for PreK-2nd grades incorporating state standards, ELDS, WICOR, GLAD, and AAS strategies	STEM Coach/EL Teacher/AAS Teacher/AVID Coordinator	Sept. 2025	Sept. 2025	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	• Unit 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)**
Oct. 2025	• Science Walk-Through • Unit Data • PLC Agenda and PDSA Cycle Data	•	
Nov. 2025	• Unit Data • PLC Agenda and PDSA Cycle Data	•	
Dec. 2025	• Unit and Benchmark Data • PLC Agenda and PDSA Cycle Data	•	
Jan. 2026	• Unit Data • PLC Agenda and PDSA Cycle Data	•	
Feb. 2026	• Unit Data • PLC Agenda and PDSA Cycle Data	•	
Mar. 2026	• Science Walk-Through • Unit Data • PLC Agenda and PDSA Cycle Data	•	
Apr. 2026	• Unit and Benchmark Data • PLC Agenda and PDSA Cycle Data	•	
May 2026	• Unit Data • PLC Agenda and PDSA Cycle 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)**
Jun. 2026	• SOL Data • PLC Agenda and PDSA Cycle Data	•	

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:	Learning Forward and Equity Climate Survey data indicate the need for improved school based professional learning structures.	**Barrier(s):**	• Lack of defined PDSA cycles for coaching and PLCs • Past PD has not provided opportunities for alignment across pedagogies creating unclear and overwhelming expectations • Lack of time and structures for peer observations and reflection

SMART Goal Statement:	By May 2026, Cora Kelly staff will indicate a 10% increase in the Learning Forward Professional Learning Survey and the Equity and Climate Survey data on survey questions relating to high-quality professional learning and support (including professional development opportunities, PLCs and coaching).

Strategy

(Evidence-Based) Strategy Name:	PDSA Cycles that utilize aligned professional learning and coaching	**Description:**	The PDSA cycle is a systematic, data-driven approach used to improve teaching practices and student outcomes. It is particularly effective when combined with aligned professional learning, peer observations, and coaching to ensure continuous improvement in instructional practices.
Tier of Evidence:	Strong		

Measures

Student Measure #1:	End of year student surveys indicate overall satisfaction in especially related to engagement, goal achievement, and support from teachers.	**Staff Measure #1:**	100% of teachers will engage in at least two PDSA cycles during the school year. This includes participating in professional learning sessions, completing peer

			observations, and receiving coaching support. Success will be measured by tracking participation through PLC agendas, observation records, and coaching sessions.
Student Measure #2:	Disaggregated student achievement data indicates growth trends for all gap groups.	**Staff Measure #2:**	Formal Observations and Informal Walkthroughs specifically indicating teacher proficiency in Instructional Planning (2) and Instructional Deliver (3)

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Create alignment of current and past professional learning and programs including Casel/RULER, AVID, GLAD, Restorative Practices, Equity Book Study, STEM, and AAS	Admin/Data Coach	Sept. …	Sept. 2025	Not started	
2	Define roles and responsibilities for coaches in implementing PDSA and coaching cycles, PLCs, and instructional coaching using Impact Cycles	Admin/Instructional Coaches	Sept. …	Sept. 2025	Not started	
3	Develop a school-wide PDSA cycle that includes a timeline for each phase	Admin/Instructional Coaches	Sept. …	Sept. 2025	Not started	
4	Update PLC Agendas to align with PDSA Cycles	Admin/Instructional Coaches	Sept. …	Sept. 2025	Not started	
5	Create structures and protocols for peer observations	Admin/Instructional Coaches	Sept. …	Sept. 2025	Not started	

Staffing: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
6	Create synthesized lesson plan template that incorporates school initiatives including our identified EBIs	Admin/Instructional Coaches	Sept. …	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	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	
Oct. 2025	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	
Nov. 2025	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	
Dec. 2025	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	
Jan. 2026	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	

Staffing: 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	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	
Mar. 2026	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	
Apr. 2026	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	
May 2026	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	
Jun. 2026	• PLC Agendas • PDSA Cycle Data • Lesson Plans	•	

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:

As of May 2, 2025 12% or CK students are considered chronically absent (16% including preschool) 17% of those who are chronically absent are in special education. 18% are identified as EL.

Barrier(s):

- Many families in the Cora Kelly community face financial instability, housing insecurity, or lack of access to transportation.
- Chronic absenteeism can be exacerbated by health problems, including physical illness or mental health struggles such as anxiety, depression, or trauma.
- Language barriers and lack of familiarity with school policies can prevent parents from seeking help or staying informed about attendance expectations.
- Equity Walkthrough data indicates inconsistent proficiency in Professional Indicator 6 which could impact students feeling of belonging and wellbeing when at school

SMART Goal Statement:

By the end of the 2025–2026 school year, the school will reduce the overall chronic absenteeism rate from 12% to less than 10% (from 16% to 12% including preschool), with a targeted reduction among special education students from 17% to 12% and among English Learner (EL) students from 18% to 13%, by implementing targeted attendance interventions, increasing family engagement, and providing individualized supports.

Strategy

(Evidence-Based) Strategy Name:	Implement a multi-tiered approach to reduce chronic absenteeism, including universal, targeted, and intensive interventions. (WWC Practice Guide 2022)	**Description:**	Staff will implement a multi-tiered system of attendance supports including school wide efforts to promote positive attendance, targeted interventions for at-risk groups such as special education and preschool students, and individualized supports for families with severe attendance challenges.
Tier of Evidence:	multi-tiered (1, 2, 3)		

Measures

Student Measure #1:	Decrease number of students who were considered chronically absent in SY24-25 and are no longer chronically absent in SY25-26	**Staff Measure #1:**	Implementation of monthly attendance incentives to promote positive attendance "all day, every day"
Student Measure #2:	Chronically absent students will show improved attendance in response to Tier 2 or 3 interventions throughout SY25-26	**Staff Measure #2:**	Formal Observations and Informal Walkthroughs specifically indicating teacher proficiency in Learning Environment (P6) and Culturally Responsive Teaching and Equitable Practices (P6) in relation to classroom attendance

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Develop and implement a monthly school wide incentive program	Social Worker/ Parent	Aug. 2025	May 2026	Not started	

School Climate: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
		Liaison/Admin				
2	Provide professional development and clear expectations of look-fors when evaluating Performance Standard 6	Admin/SST/Instructional Staff	Sept. 2025	Sept. 2025	Not started	
3	Display monthly progress toward school wide attendance goals on bulletin boards, in newsletters, and at family engagement events	Social Worker/ Parent Liaison/Admin	Sept. 2025	May 2026	Not started	
4	Use attendance data from SY24-25 to create an early intervention list for early implementation of Tier 2 & 3 strategies	Social Worker/Admin	Aug. 2025	Sept. 2025	Not started	
5	Attendance team will meet monthly to monitor attendance progress and identify students needing Tier 2 & 3 supports	Social Worker/Admin/ Nurse/Registrar	Oct. 2025	May 2026	Not started	
6	Once a student is in chronically absent status the Attendance Team will work with teachers to create a Tier 2 attendance plan	Social Worker/Admin/ Nurse/Registrar	Oct. 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	• Calendar of Monthly School Wide Incentives • Log of SY24-25 chronically	•	

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)**
	absent students and implemented Tier 2 strategies to include SY25-26 students over time • Permanent but evolving bulletin board to display school wide attendance data		
Oct. 2025	• Flyers, pictures, community communication (flyers, newsletters, morning announcements) of monthly attendance incentives/initiatives	•	
Nov. 2025	• Log of SY24-25 chronically absent students and implemented Tier 2 strategies to include SY25-26 students over time	•	
Dec. 2025	• Log of SY24-25 chronically absent students and implemented Tier 2 strategies to include SY25-26 students over time	•	
Jan. 2026	• Log of SY24-25 chronically absent students and implemented Tier 2 strategies to include SY25-26 students over time	•	
Feb. 2026	• Log of SY24-25 chronically	•	

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)**
	absent students and implemented Tier 2 strategies to include SY25-26 students over time		
Mar. 2026	• Log of SY24-25 chronically absent students and implemented Tier 2 strategies to include SY25-26 students over time	•	
Apr. 2026	• Log of SY24-25 chronically absent students and implemented Tier 2 strategies to include SY25-26 students over time	•	
May 2026	• Log of SY24-25 chronically absent students and implemented Tier 2 strategies to include SY25-26 students over time	•	
Jun. 2026	• Log of SY24-25 chronically absent students and implemented Tier 2 strategies to include SY25-26 students over time	•	

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)]