

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**.

¹In 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))

Providing high-quality instructional materials, routines, and prioritized placement are critical to the successful operation of t, focuses
on alignment, engagement, rigor, and organizing staff based on need. Recruiting, allocating, and retaining teachers and principals to
address schools and areas with the greatest needs, to include within and the retention of high-quality staff are integral to school division
success.

learning centered on the instructional cycle with a focus on student
outcomes.

Engaging with families and providing instructional materials, learning
opportunities, and supports to improve attendance crConnecting each
student with an adult creates a safe and orderly environment.

Managing a school building effectively by providing logistical support to maximize learning through clear calendars and masprofessional

Division: Alexandria City Public Schools	School: Douglas MacArthur
Principal: Penny Hairston	Designations (if applicable):

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.

	Reading	

Problem Statement:	At Douglas MacArthur Elementary School, only 49% of students met their growth targets in ELA on the Spring 2025 NWEA MAP assessment, with significant disparities among subgroups. Specifically, only 44% of Black/African American students, 41% of Hispanic students, and 32% of EL Level 1 & 2 students met growth targets. While 51% of all students are projected to be proficient on the ELA SOL, that rate drops dramatically for key subgroups: 32% for Black/African American students, 15% for Hispanic students, 0% for EL Level 1 & 2 students, and 25% for SPED students.	Barrier(s):	Instructional Practice & Planning ● Inconsistent or insufficient implementation of evidence-based reading instruction (e.g., vocabulary, comprehension strategies). ● Insufficient time dedicated to guided reading, or small group interventions. ● Lack of targeted supports for decoding, fluency, and language comprehension—especially for ELs and SPED students. ● Limited integration of culturally relevant texts that reflect student identities and experiences. Language and Literacy Development ● EL students lack structured opportunities to develop academic English needed for reading comprehension and writing. ● Teachers may not be consistently embedding language objectives in ELA lessons. ● Students struggle with interpreting complex texts due to vocabulary gaps and limited
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			background knowledge. Assessment & Data Use ● Formative reading and writing assessments are inconsistently used to monitor progress and guide instruction. ● Teachers may not have clarity on how to use MAP reading domains to adjust teaching. ● Lack of targeted data cycles to address ELA-specific skill gaps in subgroups. Engagement & Equity ● Students from historically underserved groups may feel disengaged from ELA content due to lack of relevance or access. ● Low expectations may limit opportunities for students to engage with grade-level content. ● Limited literacy intervention support for students reading significantly below grade level. Family & Community Support ● Limited literacy-building support at home due to language or resource barriers.	
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			Families may not be aware of their child's reading level or how to support growth	
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			outside of school.	
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SMART Goal Statement:	By Spring 2026, students in each subgroup will demonstrate growth in reading as measured by VALLs, MAP, WIDA ACCESS or Spring SOL scores. - Black / African American students improving from 44% to 60%, - Hispanic students improving from 41% to 60%, - Special education students improving from 25% to 45%, and - EL Level 1 & 2 students will show 80% expected growth on the WIDA ACCESS.			

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Strategy				
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(Evidence-Based) Strategy Name:	Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades	Description:	- Screen all students for potential reading difficulties at the beginning of the year and again in the middle of the year - Provide time for differentiated reading instruction for all students based on assessments of students' current reading skills. - Provide intensive, systematic and sequential	
Tier of Evidence:	Promising			

		instruction on up to three foundational reading skills in small groups to students who score below the benchmark score on universal screening. - Monitor the progress of tier 2 students at least once a month. - Provide intensive, daily instruction that promotes the development of the various components of reading proficiency to students who show minimal progress after	
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			reasonable time in tier 2 small group instruction (tier 3).	
Measures				
Student Measure #1:	At the beginning, middle, and end of year administrations, VALLS and/or MAP scores of students will be measured with a final improvement of meeting the grade level benchmark or individual growth target.	Staff Measure #1:	Every quarter, school staff will attend grade level PLCs, update student data in the schoolwide data dashboard, and assign tiers to students based on student achievement data, to inform. (Measure: attendance, updated data, assigning tiers)	

Student Measure #2:	Every quarter students in each subgroup will be measured (DIBELS, Walpole, OG, RGR, Bookworms, Caesars English, Lexia, Book Club, Foundations, UFLI, ELD, Jacobs Ladder or Common Unit Assessment) with a final improvement measure of meeting their growth target at the end of the quarter.	Staff Measure #2:	Instructional staff will participate in monthly data reviews with the student improvement team to provide updates on differentiation and receive targeted support if necessary as evidenced by the explicit differentiation included in lesson plans.	

Reading: Action Plan					
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Collect and prepare a data dashboard based on historical and current student data. To be updated a minimum of monthly by homeroom teachers and supporting interventionists.	Data Coach	Aug. 2025	Jun. 2026	Not started
2	In bi-weekly PLCs using summative and formative data, school staff will develop educational hypotheses on how to improve student learning.	Administrati on Instructional Coach Team Lead	Sept. 2...	Sept. 2025	Not started

3	General education teachers and supporting interventionists will modify instruction to test hypotheses and increase student learning, in weekly lesson plans.	Teachers Interventionists	Sept. 2...	Sept. 2025	Not started
4	Establish a schoolwide student improvement team that meets monthly, and monitors / ensures fidelity of the data dashboard.	Administration	Sept. 2...	Sept. 2025	Not started
5	Building administration, Instructional Coach, Team Leads and Curriculum Specialists will conduct biweekly walkthroughs using “ELA Look For’s”.	Administrati on Instructional Coach Team Leads	Sept. 2...	Sept. 2025	Not started
6	Leveraging data collected at the “ELA Look For’s”, DMES PLCs will conduct Stop-Start-Continue protocol to identify best instructional practices quarterly.	Instructional Coach Teachers	Sept. 2...	Sept. 2025	Not started

Reading: Action Plan					
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
7	Develop and publish a process that uses building wide data informing intervention groups, fidelity of MTSS process, special education scheduling, EL support schedules and new student placement.	Administration	Sept. 2...	Sept. 2025	Not started

8	Provide targeted professional learning for staff around best inclusive practices for EL students.	Administration	Sept. 2...	Sept. 2025	Not started
9	Provide targeted professional learning for staff around best inclusive practices for Students With Disabilities.	Administration	Sept. 2...	Sept. 2025	Not started
10	Creation of a classroom efficacy monitoring system.	Administrati on Instructional Coach	Sept. 2...	Sept. 2025	Not started
11	Intentional creation of a master schedule to ensure that each grade level's IET blocks are scheduled to maximize intervention staff to support student needs.	- Principal - Assistant Principal	July 2025	July 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 • ELA Look For's • PLC Agendas / Notes • VALLS • Fall MAP • DIBELS	•	

Oct. 2025 • Tiered intervention groups formed • Lesson plans show differentiation for Tier 2 and Tier 3 • Walkthrough data logged and reviewed in ELA Look-For tracker • 1st Student Improvement Team meeting held	•	
Nov. 2025 • Monthly progress monitoring data (DIBELS, Lexia, OG, etc.) entered into dashboard • First “Stop-Start-Continue” protocol conducted in PLCs • First PD on EL-inclusive practices completed	•	
Dec. 2025 • Mid-year VALLS/MAP/DIBELS	•	

Reading: Evidence and Analysis of Progress

Month Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
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- assessments administered • PLCs revise hypotheses based on mid-year data • Tier adjustments made • PD on SPED-inclusive practices delivered		
Jan. 2026 • Dashboard updated with new tiers • PLCs engage in root cause analysis of subgroup data • Additional walkthroughs focus on SPED and EL access • Instructional Effectiveness System launched	•	
Feb. 2026 • Students showing minimal progress moved to Tier 3 • Lesson plans reflect intensified support and re-teaching • Walkthroughs show evidence of foundational skills instruction • Second Stop-Start-Continue cycle in PLCs	•	
Mar. 2026 • Family reading night or	•	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	literacy communication campaign (focus on EL/SPED support) • Mid-cycle student growth monitoring (Lexia, Foundations, Bookworms) • Student growth discussions included in PLCs		
Apr. 2026	• Begin preparing for end-of-year SOL/WIDA testing • Final rounds of data collected (Walpole, RGR, Common Unit Assessments) • Lesson plans adjusted to fill gaps identified in mock assessments	•	
May 2026	• End-of-year MAP, SOL, WIDA, DIBELS, and classroom assessments administered • All data uploaded into dashboard and final growth measured • Student Improvement Team	•	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	conducts final review		
Jun. 2026	- PLCs and leadership analyze final student growth by subgroup - Successes and gaps documented for 2026–27 planning - Process evaluation of RtI/MTSS fidelity and effectiveness		

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]

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	Mathematics			
Problem Statement:	At Douglas MacArthur Elementary School, fewer than half of all students met their growth targets in Math (36%) on the Spring 2024 NWEA MAP assessment. This trend is more pronounced among Black/African American (31% Math), Hispanic (33% Math), English Learners at Levels 1 & 2 (46% Math), and SPED students (22% Math). Despite this, projected SOL proficiency rates reveal significant disparities, especially for Hispanic (46% Math), EL Level 1 & 2 (29% Math), and SPED students (42% Math), who are not on track to meet grade-level expectations. This suggests that current instructional strategies may not be effectively supporting growth and achievement	Barrier(s):	Instructional Practice & Planning ● Instruction is overly focused on procedural fluency without adequate emphasis on problem-solving and conceptual understanding. ● Lessons may not consistently include visual supports, manipulatives, or real-world applications needed for ELs and SPED students. ● Math tasks may not consistently align with the rigor or format of the MAP, SOL assessments, and curriculum. Language in Mathematics ● Students struggle to interpret and respond to word problems due to limited academic vocabulary and comprehension skills. ● Math instruction does not consistently include strategies to support language	

	for our most vulnerable subgroups in Mathematics.		development in ELs (e.g., sentence frames,	
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			math talk). Assessment & Data Use • Teachers may not be using error analysis or formative checks to identify misconceptions in real time. • MAP math domain reports are underutilized in lesson planning and small-group targeting. • Data cycles often prioritize ELA, leaving math less examined in PLCs or data meetings. Engagement & Equity • Math anxiety or low self-efficacy, especially among students with prior underperformance. • Inequitable access to enrichment or grade-level math discussions for SPED and EL students. • Stereotypes or implicit bias may lead to lower expectations for certain subgroups. Resources & Professional Development • Limited access to targeted math intervention or Tier 2 supports during the school day. • Few opportunities for professional development in supporting math	
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			content and pedagogy, especially for supporting	
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			diverse learners. Inconsistent use of visual models, discourse routines, and hands-on strategies that build math understanding.	
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SMART Goal Statement:	By June 2026, 100% of Douglas MacArthur K-5 students will demonstrate increased use of mathematical academic language in written and oral explanations, as measured by monthly reviews of math journal prompts and unit assessment data, with at least 80% of students per grade level meeting grade level expectations for academic language use in mathematics, as defined by a school created rubric.	
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Strategy

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(Evidence-Based) Strategy Name:	Academic / Mathematical Language	Description:	- Teach clear and concise mathematical language and support students’ use of the language to help students effectively communicate their understanding of mathematical concepts.	
Tier of Evidence:	Strong			

Measures				
Student Measure #1:	Every week students K-5 will complete math journal prompts, using the specific mathematical academic language being taught that week.	Staff Measure #1:	Every week, grade level instructional staff will meet to complete math lesson plans, and include explicit instruction on mathematical language, as measured by reviews of lesson plans.	

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Student Measure #2:	Every month student's quick check, common unit assessment, and formative data will be reviewed to monitor application of academic language.	Staff Measure #2:	Teachers development and use of anchor charts and visual representations of mathematical vocabulary, as measured by classroom observations and walkthroughs using a common monitoring tool with specific look fors.	

Mathematics: Action Plan					
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status

1	Develop journal templates for each grade band (K-2, 3-5) that encourages use of mathematical reasoning and vocabulary.	-Administrati on - Instructional Coach - Grade level team leads	August 2025	May 2026	Not started
2	Provide professional development on teaching academic language in math, including strategies like Frayer models, math talks, and concept sorts.	-Administrati on - Instructional Coach	August 2025	September 2025	Not started
3	Train teachers on how to model journal writing with academic language through think-alouds and sentence stems (e.g., "I know that ___ because ___").	-Administrati on -Instructional Coach	Sept. 2...	Sept. 2025	Not started

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
4	Administration and Instructional Coach review lesson plans biweekly for alignment and provide actionable feedback.	-Administrati on -Instructional Coach	August 2025	May 2026	Not started

5	Use walkthroughs or learning walks with a “look-for” tool to ensure vocabulary instruction is evident during math lessons.	-Administrati on -Instructional Coach -Team Lead	Sept. 2...	Sept. 2025	Not started
6	Incorporate a “math language” section in the lesson planning template (e.g., Target Vocabulary, Sentence Frames, Language Objectives).	-Administrati on - Instructional Coach	Sept. 2...	Sept. 2025	Not started
7	Establish a monthly “data dive” meeting protocol where grade-level teams review student formative and summative math data.	-Administrati on -Instructional Coach	Sept. 2...	Jun. 2026	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 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	

Oct. 2025 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	
Nov. 2025 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	
Dec. 2025 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	

Mathematics: Evidence and Analysis of Progress		
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)
		Analysis of Progress (Impact and Next Steps)

Jan. 2026 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	
Feb. 2026 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	
Mar. 2026 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	
Apr. 2026 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	

Mathematics: Evidence and Analysis of Progress

Month Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
May 2026 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	
Jun. 2026 • Student Math Journals • - Lesson Plans • Meeting Artifacts • Walkthrough/Observation Notes	•	

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]

Problem Statement:	At Douglas MacArthur Elementary School, chronic absenteeism as of May 2025 was 11% overall K-5. Showing a disproportionality among African American students (20%), Hispanic students (14%) versus White students (4%). This disparity suggests that current attendance supports and interventions may not be adequately addressing the barriers impacting historically underserved student groups, potentially contributing to inequities in academic achievement and engagement.	Barrier(s):	● Discipline data is seldom (or not) reviewed as a whole staff. ● Current behavior reinforcement strategy is applied inconsistently ● New staff members and returning staff members need updated professional development in order to increase the effectiveness of our PBIS program ● Staff would like to see their peers held to high professional responsibility standards based on assigned and in-the-moment duties ● Unclear behavior expectations ● PBIS not scaled for grade level	

SMART Goal Statement:		By June 2026 Create a warm and engaging environment by promoting social and emotional well-being, fostering collaborative partnerships, ensuring equity and inclusion for all students, as measured by the end-of-year PBIS student surveys and a reduced rate in K-5 chronic absenteeism.		
Strategy				
(Evidence-Based) Strategy Name:			Description:	- Identify the specifics of the problem behavior and the conditions that prompt and reinforce it. - Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. - Assess whether schoolwide behavior problems warrant adopting schoolwide strategies or programs and, if so, implement ones shown to reduce negative and foster positive interactions.
Tier of Evidence:				
Measures				

Student Measure #1:	Percentage of K - 5 students in each subgroup (African American, Hispanic, White) who are chronically absent is decreasing monthly by ___ as reported in monthly attendance tracking with a final	Staff Measure #1:	On a beginning, middle and end of the year PBIS schoolwide walkthrough, Douglas MacArthur PBIS leadership team will assess the implementation of School Wide PBIS and be measured with a final implementation rate of at least 80%.	
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	improvement less than 10% by the end of the school year.			
Student Measure #2:	Every month, student recognition in a School Wide PBIS acknowledgements will increase by 10% each month with a final improvement to 100% by the end of the plan.	Staff Measure #2:	On a beginning, middle and end of the year PBIS staff survey, Douglas MacArthur staff will self-assess the implementation of School Wide Climate and will be measured with a final satisfaction rate of 80% or higher.	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
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1	Collaboratively identify common behaviors and determine whether they are to be handled in the classroom, by SST, or by an administrator. Communicate findings to staff and publish protocols, expectations and forms in the DMES Command Center.	Administrati on School Support Team	Sept. 2...	Sept. 2025	Not started
	Provide ongoing professional learning beginning in pre-service week for new and returning staff to teach and reinforce PBIS in classrooms and throughout the school.	Administrati on PBIS Team	Sept. 2...	Sept. 2025	Not started
	All school staff will implement tier 1 PBIS expectation and reward system (STARbucks)	All Staff	Sept. 2...	Sept. 2025	Not started

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	Non instructional staff will develop opportunities for students to be recognized School Wide for positive behaviors.	PBIS Team	Sept. 2...	Sept. 2025	Not started
	Weekly meetings of the School Support Team and administration to discuss and provide tier 2 response to any behavioral or attendance concerns.	Administrati on School Support Team	Sept. 2...	Sept. 2025	Not started

	Weekly meetings of the attendance task force (Administration, Social Worker, Registrar) to meet and develop attendance plans for tier 3 attendance concerns .	Administrati on Social Worker Registrar	Sept. 2...	Sept. 2025	Not started
	Frequently (monthly, quarterly) communicate attendance and chronic absenteeism data to staff and community.	Administrati on Social Worker	Sept. 2...	Sept. 2025	Not started
	Provide samples of scripts for communicating behavior and attendance concerns with families via phone call, email, and ParentSquare.	Administrati on Social Worker	Sept. 2...	Sept. 2025	Not started
	Staff will keep a log of parent communication related to attendance concerns.	Staff	Sept. 2...	Sept. 2025	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)
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Sept. 2025 • PBIS STARbucks redemption logs begin • Parent communication logs for Tier 2/3 attendance • SST & Attendance Task Force meeting notes • Staff training sign-in sheets • PBIS implementation walkthrough (baseline)	•	
Oct. 2025 • Redemption log increase from Sept • Parent logs increase in contact • Walkthrough mid-point updates • SST/attendance meeting notes with individual plans	•	
Nov. 2025 • STARbucks logs • Family communication scripts used • Tiered behavior support logs • Attendance summary shared with staff	•	
Dec. 2025 • STARbucks logs • Monthly PBIS shoutouts /	•	

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)
- awards • Parent logs with mid-year attendance outreach • SST notes with updated Tier 2 response		
Jan. 2026 • STARbucks redemption logs • Attendance data post-break • Tier 3 student case reviews • Staff survey #2 (climate check)	•	
Feb. 2026 • STARbucks data • PBIS team meeting minutes • New student behavior data trends • Staff implementation checklists	•	
Mar. 2026 • STARbucks logs • Attendance task force action plans • Survey updates on engagement and perception • Quarter 3 staff PBIS walkthrough	•	
Apr. 2026 • STARbucks logs	•	

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)
	• Updated parent communication data • Tier 2/3 review notes • Attendance rates by subgroup		
May 2026	• Final PBIS logs • Spring PBIS walkthrough • End-of-year staff climate survey • Attendance goal tracking dashboard	•	
Jun. 2026	• Cumulative STARbucks data • End-of-year attendance data • PBIS staff reflection and improvement input • Family survey on school climate	•	

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)]