

Profile Information	
Division: Alexandria City Public Schools	School: Douglas MacArthur
Principal: Penny Hairston	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.	

Domain I: Academic Supports		Content Area: English Language Arts / Literacy	
Barrier(s): ● CNA revealed the ongoing need for a dynamic and transparent system for collecting, analyzing, and updating data sources related to student achievement and relevant to day-to-day instruction. ● Spring testing data indicates that our students with disabilities (SWD), our Black students, and our Hispanic students are in need of regular monitoring to determine the effectiveness of their instructional program and maximize their achievement. ● Lack of comparable cohort data for students transferring in. ● New curriculum with inefficient / ineffective roll out. ○ Alignment between Canvas resources, curriculum guides, and state expectations. Assessments were not standards based, so had to supplement with their own assessments. ○ Timeliness of Canvas or physical materials in advance of unit planning ○ Insufficient materials available to staff (partnership provisioning, printing manuals instead of being provided physical materials, packets being printed, etc) ○ Professional development for Bookworms not in alignment with the school's needs.			
SMART Goal Statement: By the end of the 2024-2025 school year, Douglas MacArthur students in each subgroup will demonstrate growth in reading as measured by Spring SOL scores, MAP, or VALLs scores.			
(Evidence-based) Strategy Name: Using Student Achievement Data to Support Instructional Decision Making Tier of Evidence: Tier 4- Has rationale		Description: - Make data part of an ongoing cycle of instructional improvement. - Establish a clear vision and expectations for schoolwide data use. - Provide supports that foster a data-driven culture within the school.	
Student Measure #1: Every quarter students in each subgroup will be measured (using MAP, VA Growth, DIBELS or Common Unit Assessment) with a final improvement measure of meeting their growth target percentile (MAP) or range (SOL) at the end of the year.		Student Measure #2: At the beginning, middle, and end of year administrations, VALLS scores of students in kindergarten, first, and second grade 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 tracker, and assign tiers to students based on student achievement data, to inform. (Measure: attendance, updated data, assigning tiers)		Staff Measure #2: Every quarter school staff will utilize tiering and student achievement data to differentiate instruction for appropriate groups / student ability levels as evidenced by 3 examples in lesson plans per unit.	
Action Plan			
Action Steps	Start of Action Step	End of Action Step	Position Responsible for Monitoring

(Describe the step and include who will implement and how often it will be implemented)			
Collect and prepare a data dashboard based on historical and current student data. To be updated a minimum of quarterly by homeroom teachers and supporting interventionists.	Fall: Sept 2024 Winter: Dec 2024 Spring: March 2025	Fall: Oct 2024 Winter: Jan 2025 Spring: April 2025	Building Administrators Instructional Coach Reading Specialist Academic Interventionists
In bi-weekly PLCs using summative and formative data, school staff will develop hypotheses on how to improve student learning.			Building Administrators School Leadership Team Grade Level PLCs Department PLCs
General education teachers and supporting interventionists will modify instruction to test hypotheses and increase student learning, in weekly lesson plans.			Building Administrators Instructional Coach Reading Specialist Academic Interventionists
Establish a schoolwide data team that meets monthly, and monitors / ensures fidelity of the data dashboard.	June 2024	August 2024	Building Administrators
Building administration, Instructional Coach, Team Leads and Curriculum Specialists will conduct biweekly walkthroughs using “ELA Look For’s”.	August 2024	May 2025	Building Administration Instructional Coach
Leveraging data collected at the “ELA Look For’s”, DMES PLCs will conduct Stop-Start-Continue protocol to identify best instructional practices quarterly.	August 2024	June 2025	Building Administration Instructional Coach Reading Specialist

Develop and publish a process that uses building wide data informing intervention groups, fidelity of MTSS process, special education scheduling, and new student placement.	August 2024	June 2025	Building Administrators Instructional Coach Reading Specialist
Create and maintain instructional charter document which outlines; structure, intent, relevant timelines, data sources and expectations for data use.	August 2024	June 2025	Building Administrators Instructional Coach
Provide support for school staff as they engage in professional learning around VLA.	August 2024	June 2025	Building Administrators Instructional Coach Reading Specialist
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. The division will provide support through adoption of high-quality instructional materials, coordinating ongoing training(s), implementation of evidence-based literacy instruction, and provide opportunities for networking across buildings with observations of expected practices for principals and teachers. The division will use principal meetings to model strategies and visit other buildings. Assigned division staff will support the school through participating in walkthroughs, giving feedback, and meeting with the schools during team meetings.			
<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)	

Domain IV: School Climate Supports

Barrier(s):

- Teachers want more detailed and consistent information about consequences for various types of misbehavior.
- Discipline data is seldom (or not) reviewed as a whole staff.
- Current behavior reinforcement strategy is applied inconsistently (Star-bucks or consequences)
- 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
- Not frequent enough “use” of PBIS celebrations
- Unclear behavior expectations

SMART Goal Statement: By June 2025 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.

(Evidence-based) Strategy Name: [Reduce Behavior Problems in the Elementary School Classroom](#)

Tier of Evidence: Tier 3 -Promising

(Evidence-based) Strategy Name: [Positive Behavior Interventions and Supports](#)

Tier of Evidence: Tier 1 -Strong

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.

Student Measure #1: PBIS Survey-student version

On a beginning, middle and end of the year PBIS student survey, Douglas MacArthur students will identify feeling welcome, safe, and supported at Douglas MacArthur and will be measured with a final improvement of 10% by the end of the plan.

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 #1:

On a beginning, middle and end of the year PBIS staff survey, Douglas MacArthur staff will self-assess the implementation of School Wide PBIS and will be measured with a final improvement of 10% over the initial baseline by the end of the year.

Staff Measure #2:

On a beginning, middle and end of the year PBIS schoolwide walkthrough based on the ACPS PBIS TFI 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%.

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
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.	08/11/2024	06/10/25	Building Administration
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.	08/11/2024	6/10/25	PBIS Coach PBIS Committee Building Administration
All school staff will implement tier 1 PBIS expectation and reward system (STARbucks)	08/11/2024	6/10/25	Building Administration
Non instructional staff will develop opportunities for students to be recognized School Wide for positive behaviors.	08/11/2024	6/10/25	Building Administration
Weekly meetings of the School Support Team and administration to discuss and provide tier 2 response to any behavioral or attendance concerns.	08/11/2024	6/10/25	Building Administration Student Support Team
Weekly meetings of the attendance task force (Administration, Social Worker, Registrar) to meet and develop attendance plans for tier 3 attendance concerns .	08/11/2024	6/10/25	Principal Social Worker
Frequently (monthly, quarterly) communicate attendance and chronic absenteeism data to staff and community.	08/11/2024	6/10/25	Building Administration Instructional Coach

Provide samples of scripts for communicating behavior and attendance concerns with families via phone call, email, and ParentSquare.	08/11/2024	6/10/25	Social Worker Instructional Coach
Staff will keep a log of parent communication related to attendance concerns.	08/11/2024	6/10/25	Team Leads
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. Continued support and implementation of PBIS, attendance works, and resources to identify and combat chronic absenteeism.			
<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)		