

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
<u>Academic</u>	Providing high-quality instructional materials, routines, and prioritized placement are critical to the successful operation of the school division, and focuses on alignment, engagement, rigor, and organizing staff based on need.
<u>Staffing</u>	Recruiting, allocating, and retaining teachers and principals to address schools and areas with the greatest needs, to include building capacity from those within and the retention of high-quality staff are integral to school division success.
<u>Professional Learning</u>	Managing a school building effectively by providing logistical support to maximize learning through clear calendars and master schedules; and targeting professional learning centered on the instructional cycle with a focus on student outcomes.
<u>School Climate</u>	Engaging with families and providing instructional materials, learning opportunities, and supports to improve attendance creates a welcoming culture. Connecting each student with an adult creates a safe and orderly environment.

Profile Information	
Division: Alexandria City Public Schools	School: Ferdinand T. Day
Principal:	Designations (if applicable):
Stakeholder/Family Engagement	
<p>Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence- and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.</p>	
<p><i>Ferdinand T. Day families have opportunities to engage in the school improvement process through parent coffees, PTA meetings and Focus groups. At these meetings families and stakeholders have opportunities to review data, ask questions, and provide feedback.</i></p>	

Domain I: Academic Supports

Content Area:

Reading

Problem Statement:

64% of WIDA 3+/former ELs and non EL students are not making their individual expected reading MAP growth goal.

Barrier(s):

- Teacher understanding of how to bridge student language acquisition ability up to the rigor of standards.
- Teachers over generalizing scaffolding WIDA 3-4 students with best practices for WIDA 1 and 2 students
- Teacher expectations of adequate individual student growth

SMART Goal Statement:

By June 2026, we will increase the percentage of all students passing the VA Reading SOL by 15% from the 2024-2025 baseline data. By June 2026, we will increase the percentage of all students passing the VALLSS by 15% from the beginning of the year assessment to the end of the year assessment. From February 2025 to February 2026, 90% of students identified as WIDA levels 1 and 2 will make their WIDA expected growth.

Strategy

(Evidence-Based) Strategy Name:

Strategy 1: [Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade](#)
Strategy 2: [Providing Reading Interventions for Students in Grades 4-9](#)

Tier of Evidence:

Strong ▾

Description:

Strategy 1: Ensure that each student reads connected text every day to support reading accuracy, fluency and comprehension.

Strategy 2: Routinely use a set of comprehension-building practices to help students make sense of the text. These practices include building students' world and word knowledge so they can make sense of the text, consistently provide students with opportunities to ask and answer questions to better

under the text they read, teach students a routine for determining the gist of a short section of text and teach students to monitor their comprehension as they read.

Measures

Student Measure #1:

70% of the students of WIDA 3+/former ELs and non EL students will score within grade level norms for achievement on Reading MAP given 3 times per year.

Staff Measure #1:

By June 2026, after targeted impact coaching cycles, teachers will demonstrate application of strategies and instruction 75% of the time, gathered through monthly observations using a common walkthrough tool.

Student Measure #2:

By May 2026, 70% of students in grades 1-5 will score within grade level norms on DIBELS Oral Reading Fluency quarterly assessment.

Staff Measure #2:

By June 2026, after receiving professional learning on differentiated instruction in Reading, teachers will demonstrate application of strategies and instruction specifically for students who are WIDA 3+/former ELs and non EL's students who are not making their individual expected reading MAP growth goal gathered through monthly observations using a common walkthrough tool.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	BOY data analysis: DIBELS, IDI, VALLSS, MAP, ML Writing assessment	Literacy Coach & Grade Level Team	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
2	Develop walkthrough tool that monitor teachers use of effective strategies for differentiation	Literacy Coach & Leadership	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
3	Provide professional development to classroom teachers, ML Teachers and Special Education Teachers about comprehension instructional strategies.	Literacy Coach	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
4	Provide grade level professional learning on how functions within tier 1 instruction to maintain the rigor of the standards.	Literacy Coach	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
5	Responsive coaching cycles for staff to ensure teachers are applying ML scaffolds by WIDA level appropriately while meeting the rigor of the standards.	Literacy Coach	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
6	Quarterly Student Data Analysis and On going student data analysis	Literacy Coach & Grade Level Teams	Oct. 2025 ▾	Jun. 2026 ▾	Not started ▾	
7	Quarterly Staff Data Analysis	Admin & Leadership Team	Oct. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
8	Conduct walkthroughs that monitor teachers use of effective strategies and provide feedback	Admin & Leadership Team	Sept. 2025 ▾	May 2026 ▾	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 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● VALLSS Data ● Reading MAP Data ● walkthrough form/rubric ● coaching cycles 	●	
Oct. 2025 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● walkthrough form/rubric ● coaching cycle 	●	
Nov. 2025 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● walkthrough form/rubric ● coaching cycle 	●	

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 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● walkthrough form/rubric ● coaching cycle 	●	
Jan. 2026 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● VALLSS Data ● Reading MAP Data ● walkthrough form/rubric ● coaching cycles 	●	
Feb. 2026 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● walkthrough form/rubric ● coaching cycle 	●	
Mar. 2026 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● Reading MAP Data ● walkthrough form/rubric ● coaching cycles 	●	
Apr. 2026 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● walkthrough form/rubric ● coaching cycle 	●	
May 2026 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● VALLSS Data ● walkthrough form/rubric ● coaching cycle 	●	

Reading: 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 ▾	<ul style="list-style-type: none"> ● DIBELS/IDI Data ● VALLSS Data ● walkthrough form/rubric ● coaching cycle 	●	

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:

56% of WIDA 3+/former ELs and non-EL students are not making their individual expected growth on the math MAP assessment.

Barrier(s):

- Teacher understanding of how to bridge student language acquisition ability up to the rigor of standards.
- Teachers over generalizing scaffolding WIDA 3-4 students with best practices for WIDA 1 and 2 students
- Teacher expectations of adequate individual student growth
- Add why word problems (baseline data, etc) - ties to 1st bullet

SMART Goal Statement:

By June 2026, the percentage of students passing the VA Math SOL who are identified as WIDA 3+/former ELs and non-ELs, will increase by 15% from the 2024-2025 baseline.

Strategy

(Evidence-Based) Strategy Name:

[Assisting Students Struggling with Mathematics: Intervention in the Early Grades](#)

Recommendation 5: Word Problems: Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply

Description:

This recommendation outlines approaches for supporting students in understanding and solving word problems. It provides a systematic approach to teaching students how to solve word problems over the course of several lessons.

mathematical ideas.

Tier of Evidence:

Strong ▾

Measures

Student Measure #1:

80% of students in grades 2-5 who are identified as WIDA 3+/former ELs will meet their individual expected growth goal on the Math MAP assessment administered 3 times a year.

Staff Measure #1:

By June 2026, after targeted impact coaching cycles, teachers will demonstrate application of strategies and instruction 75% of the time, gathered through monthly observations using a common walkthrough tool.

Student Measure #2:

80% of students in grades K-5 who are identified as WIDA 3+/former ELs will demonstrate proficiency on the end of unit assessments for each unit.

Staff Measure #2:

By June 2026, after receiving professional learning on differentiated instruction in Math, teachers will demonstrate application of strategies and instruction specifically for students who are WIDA 3+/former EL/non EL students who are not making their individual expected math MAP growth goal, gathered through monthly observations using a common walkthrough tool.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Analyze BOY data (MAP, VKRP)	Coach & grade level teams	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
2	Provide grade level professional development in CLTs on deliberate word problem instruction and mathematical language instruction to strengthen student comprehension.	Math Coach	Sept. 2025 ▾	Apr. 2026 ▾	Not started ▾	
3	Provide grade level professional learning on how to differentiate instruction in math by utilizing appropriate scaffolds to bring student work up to the rigor of the standard.	Math Coach	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
4	Responsive coaching cycles for staff to ensure teachers are applying ML scaffolds by WIDA level appropriately while meeting the rigor of the standards.	Math Coach & teachers	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
5	Develop walkthrough tool that monitors teachers' use of effective strategies for word problems and differentiation.	Admin & Leadership Team	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
6	Conduct walkthroughs that monitor teachers' use of effective strategies and provide feedback.	Admin & Leadership Team				

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
7	Quarterly student data analysis	Coach, grade level teams				
8	Analyze end of unit assessment data with grade levels at CLT meetings	Coach, grade level teams				
9	Quarterly staff data analysis	Admin + leadership team				

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	<ul style="list-style-type: none"> ● end of unit assessments ● walkthrough form ● coaching cycles ● Math MAP data 	●	
Oct. 2025 ▾	<ul style="list-style-type: none"> ● end of unit assessments ● walkthrough form ● coaching cycles 	●	
Nov. 2025 ▾	<ul style="list-style-type: none"> ● end of unit assessments 	●	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	<ul style="list-style-type: none"> ● walkthrough form ● coaching cycles 		
Dec. 2025 ▾	<ul style="list-style-type: none"> ● end of unit assessments ● walkthrough form ● coaching cycles ● Math MAP data 	●	
Jan. 2026 ▾	<ul style="list-style-type: none"> ● end of unit assessments ● walkthrough form ● coaching cycles 	●	
Feb. 2026 ▾	<ul style="list-style-type: none"> ● end of unit assessments ● walkthrough form ● coaching cycles 	●	
Mar. 2026 ▾	<ul style="list-style-type: none"> ● end of unit assessments ● walkthrough form ● coaching cycles ● Math MAP data 	●	
Apr. 2026 ▾	<ul style="list-style-type: none"> ● end of unit assessments ● walkthrough form ● coaching cycles 	●	
May 2026 ▾	<ul style="list-style-type: none"> ● end of unit assessments ● walkthrough form ● coaching cycles 	●	

Mathematics: 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 ▾	•	•	

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:

65% of WIDA 3+/former ELs are not making their individual expected reading MAP growth goal. Reading proficiency affects all content areas.

Barrier(s):

- Teacher understanding of how to bridge student language acquisition ability up to the rigor of standards.
- Teachers over generalizing scaffolding WIDA 3-4 students with best practices for WIDA 1 and 2 students
- Teacher expectations of adequate individual student growth
- There will be 9 teachers new to grade level and/or teaching

SMART Goal Statement:

By June 2026, the percentage of students passing the VA Science SOL who are identified as WIDA 3+/former ELs and non-ELs, will increase by 15% from the 2024-2025 baseline.

Strategy

(Evidence-Based) Strategy Name:

[Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#)

Tier of Evidence:

Strong ▾

Description:

Recommendation #2: Integrate oral and written English language instruction into content-area teaching. Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content. Explicitly teach the content-specific academic vocabulary, as well as the general

academic vocabulary that supports it, during content-area instruction. Provide daily opportunities for students to talk about content in pairs or small groups. Provide writing opportunities to extend student learning and understanding of the content material.

Measures

Student Measure #1:

80% of WIDA 3+/former ELs, and non-EL 4th-5th grade students will score proficient or advanced on district unit assessments.

Staff Measure #1:

By June 2025, after receiving professional learning on how to integrate oral and written English language strategies into content-area teaching, teachers will demonstrate application of effective strategies and instruction 70% of the time gathered through monthly observations using a common walkthrough tool.

Student Measure #2:

80% of WIDA 3+/former ELs, and non-EL 4th-5th grade students will score proficient or advanced on Benchmark assessments.

Staff Measure #2:

By June 2025, after receiving professional learning on how to differentiate instruction in Science, teachers will demonstrate application of effective strategies and instruction 70% of the time gathered through monthly observations using a common walkthrough tool.

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Provide grade level professional learning on how to integrate oral and written English language strategies into content-area teaching.	Science Coach, STEM Coach, EL Office	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
2	Provide grade level professional learning on how differentiation functions within tier 1 instruction to maintain the rigor of the standards.	Science Coach, STEM Coach	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
3	Develop walkthrough tool that monitors teachers use of effective strategies	Science Coach, STEM Coach	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
4	Conduct monthly walkthroughs that monitors teachers use of effective strategies and provide feedback	Science Coach, STEM Coach	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
5	Analyze end of unit assessment data with grade levels at CLT meetings	Coach, teachers	Oct. 2025 ▾	May 2026 ▾	Not started ▾	
6	Quarterly Student Data Analysis - will include all subgroups for comparison measures	Science Coach, STEM Coach	Oct. 2025 ▾	Apr. 2026 ▾	Not started ▾	
7	Analyze end of unit assessment data with grade levels at CLT meetings	Admin & Leadership	Sept. 2025 ▾	May 2026 ▾	Not started ▾	

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
		Team				
8	Responsive targeted coaching cycles for staff to ensure teachers are applying ML scaffolds by WIDA level appropriately while meeting the rigor of the standards.	Science Coach, STEM Coach	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
9	Quarterly staff data analysis	Science Coach, STEM Coach	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	<ul style="list-style-type: none"> ● CLT notes ● coaching notes ● district unit assessments ● walkthrough tool 	●	
Oct. 2025 ▾	<ul style="list-style-type: none"> ● CLT notes ● coaching notes ● district unit assessments 	●	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	<ul style="list-style-type: none"> ● district benchmark assessments 		
Nov. 2025 ▾	<ul style="list-style-type: none"> ● CLT notes ● coaching notes ● district unit assessments 	●	
Dec. 2025 ▾	<ul style="list-style-type: none"> ● CLT notes ● coaching notes ● district unit assessments 	●	
Jan. 2026 ▾	<ul style="list-style-type: none"> ● CLT notes ● coaching notes ● district unit assessments ● district benchmark assessments 	●	
Feb. 2026 ▾	<ul style="list-style-type: none"> ● CLT notes ● coaching notes ● district unit assessments 	●	
Mar. 2026 ▾	<ul style="list-style-type: none"> ● CLT notes ● coaching notes ● district unit assessments 	●	
Apr. 2026 ▾	<ul style="list-style-type: none"> ● CLT notes ● coaching notes ● district unit assessments 	●	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	<ul style="list-style-type: none"> district benchmark assessments 		
May 2026 ▾	<ul style="list-style-type: none"> CLT notes coaching notes district unit assessments 	<ul style="list-style-type: none"> 	
Jun. 2026 ▾	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

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:

We have a significant number of brand new teachers or teachers who are new to us. We offer a lot of support to them, but they do not always take advantage of the support.

New hires are not regularly attending new hire meetings.

Barrier(s):

- applicant pool consisting of low numbers of applicants having previous teaching experience or having been through a collegiate level teaching program
- many applicants have no teaching degree background and are applying through short term teaching prep programs and therefore lack knowledge and experience of educational practices

SMART Goal Statement:

During the 25-26 school year, 100% of new hires will attend 8/10 new hire staff meetings.

Strategy

(Evidence-Based) Strategy Name:

Mentoring ([A comprehensive model of teacher induction](#))

Tier of Evidence:

Moderate

Description:

An effective mentoring approach in induction programs facilitates new teachers' entry into a professional community and supports professional growth for both new teachers and mentors. Mentoring combines professional development activities specifically targeted to new teachers' learning needs with opportunities for new teachers to observe a highly effective mentor's classroom practices and receive social and emotional support. Mentoring is particularly effective in supporting new teachers' adjustment to the teaching profession's emotional and mental demands, reducing burnout and attrition. Although many districts have historically relied

on informal mentoring, a structured mentoring process is necessary to develop reflective practice and ensure that new teachers' mentoring needs are fully addressed.

At FTD, new teachers are provided a mentor for the full year. We also have monthly new teacher meetings to ensure new teachers have an understanding of ACPS and FTD initiatives and expectations. ACPS has induction ceremonies throughout the year for all new hires.

Measures

Student Measure #1: not applicable

Staff Measure #1: By the end of first semester, January 2026, 100% of new hires will attend 4/6 new staff meetings.

Student Measure #2: not applicable

Staff Measure #2: 100% of mentors will complete their 9 hours of mentoring with their new hire/mentee each semester.

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Provide time for mentors to check in about mentees periodically with the mentor coordinator to discuss strengths and	Mentor Coordinator	Sept. 2025 ▾	Apr. 2026 ▾	Not started ▾	

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	challenges.					
2	Provide monthly new hire teacher meetings on Mondays instead of Wednesdays at the same time as Large Leadership Meetings.	Mentor Coordinator	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
3	Provide 2 days of orientation at FTD over the summer to new hires to assist with setting up classrooms, classroom organization, student expectations, and establishing student procedures.	Coaches, Mentor Coordinator	Jul. 2025 ▾	Jul. 2025 ▾	Not started ▾	
4	Continue monthly meetings with TFA coordinator to streamline efforts in supporting TFA Corps members	Coaches and Admin	Sept. 2025 ▾	May 2026 ▾	Not started ▾	
5	Quarterly mentor logs based on mentor and mentee meetings (minimum of 9 hours per semester)	Mentors	Sept. 2025 ▾	May 2026 ▾	Not started ▾	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback ● kickup logs 	●	
Oct. 2025 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback ● kickup logs 	●	
Nov. 2025 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback ● kickup logs 	●	
Dec. 2025 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback ● kickup logs 	●	
Jan. 2026 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback ● kickup logs 	●	
Feb. 2026 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback 	●	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	<ul style="list-style-type: none"> ● pickup logs 		
Mar. 2026 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback ● pickup logs 	●	
Apr. 2026 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback ● pickup logs 	●	
May 2026 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback ● pickup logs 	●	
Jun. 2026 ▾	<ul style="list-style-type: none"> ● Attendance at new hire meeting ● mentor feedback ● pickup logs 	●	

Staffing: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
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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 III: Organizational Learning Supports

Problem Statement:

The large number of students identified as WIDA 1s and 2s in classrooms is creating a challenge for teachers to maintain rigorous grade-level expectations. The implementation of scaffolds intended to support these English Language Learners has inadvertently become the baseline for Tier 1 instruction. This universal application of scaffolds is limiting differentiation within the classroom, specifically for WIDA levels 3+ students, former English Learners, and non-English Learners. There is concern that teachers may be relying on these scaffolds as the primary mode of instruction rather than strategically differentiating to meet the diverse needs of all students and maintain instructional rigor.

Barrier(s):

- teachers' knowledge of how to differentiate for the standards
- Challenge of scaffolding material for such a large group of emerging English learners in a way that does not compromise fostering learning the standard (oversimplifying) and at the same time learning English skills needed for that standard.
- materials differentiated for each learner group
- staff taking language instruction and differentiation for WIDA 1-2 as the tier 1 instruction rather than basing tier 1 on the content standard and differentiation for 3-4+

SMART Goal Statement:

By June 2026, staff will demonstrate appropriate use of grade level standards/learning objectives and differentiation strategies for all learner groups in the classroom based on students' WIDA levels, as measured by a rubric, from a baseline of __% to 85%, with a specific focus on maintaining grade-level rigor for all WIDA levels.

Strategy

(Evidence-Based)

Impact Coaching Cycle

Description:

The Impact Cycle is a student-focused model for

Strategy Name:

change that helps teachers identify, learn, and improve their practice to have a positive impact on student learning.

Tier of Evidence:

Measures

Student Measure #1:

Staff Measure #1:

100% of teachers will demonstrate an increase in appropriately applying differentiation strategies for specific WIDA levels based on walkthrough data collected quarterly.

Student Measure #2:

Staff Measure #2:

100% of teachers will complete a self reflection rubric given 3x a year.

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Create a rubric for specific WIDA level scaffolds	Leadership Team	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
2	Collect baseline data of differentiation strategies and rigor in the classroom using	Leadership Team	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	the rubric					
3	Provide PD (ex Talk Read, Talk Write, Kagan, how to teach standards to ML students specifics TBD)	Leadership Team, EL Office	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
4	Responsive coaching cycles	Coaches	Sept. 2025 ▾	May 2026 ▾	Not started ▾	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	<ul style="list-style-type: none"> Walkthrough data using rubric for baseline on differentiation/scaffolds used by staff Teacher self reflection 	<ul style="list-style-type: none"> 	
Oct. 2025 ▾	<ul style="list-style-type: none"> Start grade level specific PD in CLTS start targeted coaching cycles Classroom observations with walkthrough tool 	<ul style="list-style-type: none"> 	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Nov. 2025 ▾	<ul style="list-style-type: none"> ● Continue grade level specific PD in CLTs ● Continue targeted coaching cycles ● Classroom observations with walkthrough tool 	●	
Dec. 2025 ▾	<ul style="list-style-type: none"> ● Continue grade level specific PD in CLTs ● Continue targeted coaching cycles ● Teacher self reflection ● Classroom observations with walkthrough tool 	●	
Jan. 2026 ▾	<ul style="list-style-type: none"> ● Continue grade level specific PD in CLTs ● Continue targeted coaching cycles Classroom observations with walkthrough tool ● Analyze data from walkthrough to drive coaching cycles and CLTs specific PD 	●	
Feb. 2026 ▾	<ul style="list-style-type: none"> ● Continue grade level specific PD in CLTs 	●	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	<ul style="list-style-type: none"> Continue targeted coaching cycles Classroom observations with walkthrough tool 		
Mar. 2026 ▾	<ul style="list-style-type: none"> Continue grade level specific PD in CLTs Continue targeted coaching cycles Classroom observations with walkthrough tool 	•	
Apr. 2026 ▾	<ul style="list-style-type: none"> Continue grade level specific PD in CLTs Continue targeted coaching cycles Classroom observations with walkthrough tool 	•	
May 2026 ▾	<ul style="list-style-type: none"> Continue grade level specific PD in CLTs Continue targeted coaching cycles Classroom observations with walkthrough tool Teacher self reflection 	•	
Jun. 2026 ▾	<ul style="list-style-type: none"> Final Classroom observations with walkthrough tool Analyze final data from walkthrough 	•	

Org. Learning: 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 1, 2025, the following 3 groups have the highest chronic absenteeism rates:
 Hispanic Students at 18%
 Kindergarten Students at 20%
 1st Grade Students at 16%
 Since our overall chronic absenteeism rate is 13%, we have identified these 3 groups as those who have contributed the most to our overall chronic absenteeism rate.

Barrier(s):

Anecdotal data from from ParentSquare message, calls from families, and attendance conferences indicate the following barriers:

- Families, particularly in primary grades, do not recognize the significance attendance plays in academic and social-emotional growth.
- Inconsistent afternoon/evening and morning routines at home hinder consistent attendance.
- Families don't fully understand when a child is too sick to come to school and when they are well enough to attend.
- Families do not have contingency plans in place for days they have changes in their own schedules or are sick and unable to bring their children to and from school.

SMART Goal Statement:

The chronic absenteeism rate for the sub-groups of Hispanic students, kindergarten students, and first grade students will decrease by 2% from our year end data in June 2025 to June 2026 through action plan strategies.

Strategy

(Evidence-Based) Strategy Name:

Build positive relationships with families through home visits, calls, and contacts.

Description:

At FTD, homeroom teachers partner with other staff to offer visits to all families at the beginning of the

[Attendance Playbook-Smart Strategies for Reducing Student Absenteeism Post-Pandemic](#) (Pages 10-13)

Tier of Evidence:

year. Our attendance team and SST will join with grade level teams to prioritize our Hispanic families in kindergarten, first, and second grades for personalized communications between mid-August and October 15, 2025. These personalized communications will include home visits, engagement at the FTD Open House, Back-to-School Night, phone calls, and ParentSquare messages. One goal is to build relationships early in the year. Another goal is to share information about the link between attendance and academic success. We will provide resources on age-appropriate routines, illness guidelines, and hand-outs on contingency plans to help families develop strong attendance habits.

Measures

Student Measure #1:

50% of Students identified as having a history of chronic absenteeism in previous years and/or through the end of the 2nd quarter this school year will improve attendance rates by the end of the 4th quarter after receiving support by the attendance team.

Staff Measure #1:

80% of teachers will make at least 3 positive connections to each of their homeroom families by the end of 1st quarter. These connections can include, but are not limited to, home visits, email introduction letters, positive phone calls, ParentSquare messages, and family attendance at engagement events (open house, back to school night, curriculum nights, parent coffee, etc.)

Student Measure #2:

80% of students who receive an attendance team phone call in the 1st

Staff Measure #2:

80% of teachers who receive professional learning about increasing student attendance during

quarter will improve their attendance rate by the 2nd quarter.

pre-service and data meetings will consistently utilize at least 1 strategy each quarter to help support student attendance.

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Create parent resource materials to include: sample routines and age appropriate sleep needs, illness guidelines, and family contingency plans. Have all materials translated.	Social Worker	Jul. 2025 ▾	Aug 2025 ▾	Not started ▾	
2	Provide professional learning on strategies to improve student attendance during staff pre-service training and quarterly data meetings.	Social worker	Aug 2025 ▾	Mar. 2026 ▾	Not started ▾	
3	Create spreadsheet to track engagement with families, including home visits, calls, ParentSquare messages, and family attendance at engagement events. Share the spreadsheet with teachers during pre-service training.	Instructional Coaches, Administrators	Aug 2025 ▾	Aug 2025 ▾	Not started ▾	
4	Administer a Google Survey to teachers	Social Worker	Oct. 2025 ▾	Mar. 2026 ▾	Not started ▾	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	during quarterly data meetings to measure the strategies they are utilizing to improve attendance.					
5	Provide expectations and resource materials to families during Open House, Back to School Night, and parent coffee.	Social Worker	Aug 2025 ▾	Sept. 2025 ▾	Not started ▾	
6	Conduct home visits with families of Hispanic students in kindergarten and first grades.	Classroom teachers, ML teachers, Social Worker, School Counselors, Family Liaison, Instructional Coaches, Administrators	Aug 2025 ▾	Sept. 2025 ▾	Not started ▾	
7	Attendance team calls and outreach to families of Hispanic students in kindergarten and first grade who haven't accepted home visits.	Attendance Team (Social Worker, School Counselors, Registrar, Principal, Assistant Principal)	Sept. 2025 ▾	Oct. 2025 ▾	Not started ▾	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
8	Analyze attendance data for Hispanic, kindergarten and 1st grade students. -Are there patterns and trends when considering the length of time they have been in the U.S. and their country of origin? -Is there a correlation between attendance rates and level of family engagement in home visits and other school events? -What is the profile for the Hispanic students who have strong attendance? -Are there skills/resources these families have that help with attendance?	Central Office and attendance team	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
9	Host 1st grade specific activities to engage families, including curriculum night	First grade classroom teachers, MLL teachers	Oct. 2025 ▾	Oct. 2025 ▾	Not started ▾	
10	Create Empathy interview questions Empathy interview topics will include: barriers to attendance, successful strategies, usefulness of the informational resources that FTD provides (including sample age appropriate at-home routines for before and after school, illness guidelines, and contingency plans families can use when	Attendance Team, Leadership Advisory	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	they need assistance to get their children to and from school, and barriers to attendance.					
11	Give empathy interviews to a sample of families who have Hispanic children in kindergarten and 1st grade. These interviews will include a subset of families whose children have strong attendance and a subset of families whose children have low attendance rates.	First grade teachers, MLL teachers, and attendance team as needed	Oct. 2025 ▾	Nov. 2025 ▾	Not started ▾	
12	Analyze data from empathy interviews. Using the empathy interviews from families of students with high attendance rates, identify the top 3 strategies these families use.	Attendance team	Dec. 2025 ▾	Dec. 2025 ▾	Not started ▾	
13	Once attendance strategies have been identified through empathy interviews, begin recommending these strategies to the families of students with poor attendance rates.	Attendance team, Family Liaison, Registrar, teachers	Jan. 2026 ▾	Apr. 2026 ▾	Not started ▾	
14	Conduct post empathy interviews with identified families to see if strategies have decreased their chronic absenteeism	Attendance team	May 2026 ▾	Jun. 2026 ▾	Not started ▾	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
15	Attendance calls and conferences	Admin, Social Worker, Attendance Team	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	
16	Review attendance data monthly	Attendance Team (Social Worker, School Counselors, Registrar, Principal, Assistant Principal)	Sept. 2025 ▾	Jun. 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 ▾	<ul style="list-style-type: none"> PowerBi Data Monthly Attendance Team Meetings 	•	
Oct. 2025 ▾	<ul style="list-style-type: none"> PowerBi Data 	•	

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)
	<ul style="list-style-type: none"> ● Monthly Attendance Team Meetings ● Spreadsheet on family connections by teacher 		
Nov. 2025 ▾	<ul style="list-style-type: none"> ● Monthly Attendance Team Meetings ● Q1 Google Survey on teacher interventions 	●	
Dec. 2025 ▾	<ul style="list-style-type: none"> ● PowerBi Data ● Monthly Attendance Team Meetings ● Empathy Interview Assessment 	●	
Jan. 2026 ▾	<ul style="list-style-type: none"> ● PowerBi Data ● Monthly Attendance Team Meetings 	●	
Feb. 2026 ▾	<ul style="list-style-type: none"> ● PowerBi Data ● Monthly Attendance Team Meetings ● Q2 Google Survey on Teacher Interventions 	●	
Mar. 2026 ▾	<ul style="list-style-type: none"> ● PowerBi Data ● Monthly Attendance Team 	●	

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)
	Meetings		
Apr. 2026 ▾	<ul style="list-style-type: none"> • PowerBi Data • Monthly Attendance Team Meetings • Q3 Google Survey on Teacher Interventions 	•	
May 2026 ▾	<ul style="list-style-type: none"> • PowerBi Data • Monthly Attendance Team Meetings 	•	
Jun. 2026 ▾	<ul style="list-style-type: none"> • PowerBi Data • Monthly Attendance Team Meetings • Q4 Google Survey on teacher interventions • Data from follow-up empathy interviews 	•	

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)]