

Ferdinand T. Day

Title I Schoolwide Comprehensive School Improvement/Schoolwide 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))

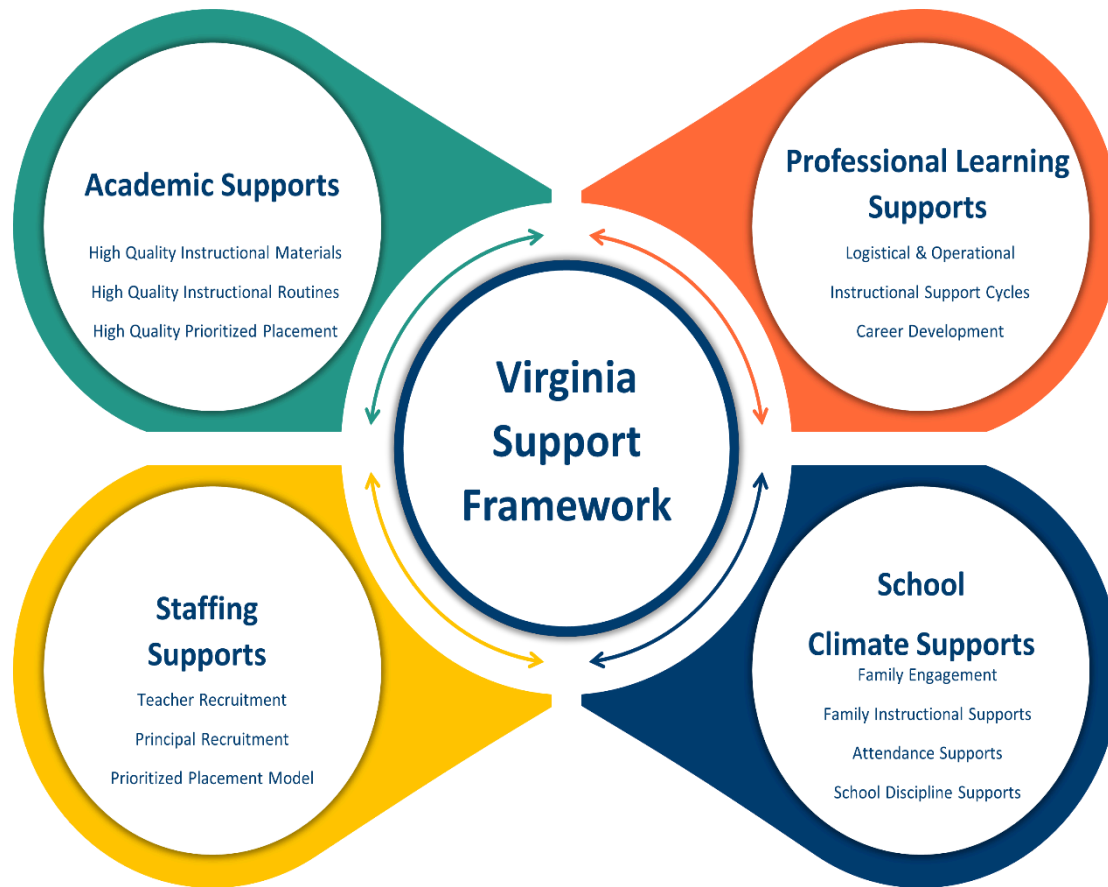
Domain of Support	Description
<u>Academic</u>	Providing high-quality instructional materials, routines, and prioritized placement are critical to the successful operation of the school division, and focuses on alignment, engagement, rigor, and organizing staff based on need.
<u>Staffing</u>	Recruiting, 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.

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: Ferdinand T Day

Principal:Rachael RB Dischner

Designations (if applicable): CSI

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.

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.

Domain I: Academic Supports

Content Area: Reading

Barrier(s):

- 1. Training is needed to understand and effectively implement high-quality Tier 1 instruction and to differentiate instruction for ML students at WIDA 1-2 levels and students with disabilities.
- 2. Some other measures impacting implementation and professional learning include: time, competing priorities, and new staff (grade level teachers, ML teachers, and special education teachers).
- 3. Teacher skill deficit in understanding how to differentiate for students for WIDA level 1s and 2s in Reading and Writing Instruction.

SMART Goal Statement:

From Fall 2024 to June 2025, we will increase the percentage of all students passing the VA Reading SOL from baseline data (39%) to 70%:
Baseline data: 3rd grade: 44%; 4th grade: 37%; 5th grade 40%.
From Fall 2024 to June 2025, we will increase the percentage of all students in the low risk and moderate bands based on the VALLSS assessment by 15% from the beginning of the year assessment to the end of the year assessment with a major focus on students WIDA levels 1-2 and students with disabilities.

(Evidence-based) Strategy Name: [K-3: Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade.](#)

Tier of Evidence: Tier 1

(Evidence-based) Strategy Name: [4-5: Providing Reading Interventions for Students in Grades 4-9.](#)

Tier of Evidence: Tier 1

Description of Strategy 1: Teach students to decode words, analyze word parts, and write and recognize words. Once students know a few consonants and vowels, they can begin to apply their letter–sound knowledge to decode and read words in isolation or in connected text. Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of meaningful word parts in the language.

Description of Strategy 2: Provide purposeful fluency-building activities to help students read effortlessly. Fluency is the ability to read text accurately, with ease, expression, and appropriate pacing. This recommendation focuses on improving students’ ability to read text with increased ease, accuracy and fluency. When students read fluently, they can turn their attention from sounding out the individual words to making sense of what they are reading.

Student Measure #1: 70% of the students will score above the 40th percentile for achievement on Reading MAP given 3 times per year.

Fall MAP: 39%

Student Measure #2: 70% of the students will score within or above grade level norms on DIBELS quarterly assessment.

End of Q1:

Student Measure #3: 70% of identified students based on fall data who continue to test will demonstrate growth* on the Virginia Language & Literacy Screening System (VALLSS) in Reading by the end of year. They will be progress monitored through NWF or ORF (DIBELS) given 2 times per quarter.

Spring MAP: 34%	46% First Grade 48% Second Grade 49% Third Grade 29% Fourth Grade 24% Fifth Grade Total School: 41% 1-5 Midyear: 40%	Fall High Risk Identified: 75 Kindergarten, 46 First Graders, 51 Second Graders, and 38 Third Graders totalling 210 students in K-3.
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Staff Measure #1: By June 2025, after receiving professional learning on progress monitoring and explicit language instruction, teachers will demonstrate application of strategies and instruction 50% of the time, gathered through monthly observations using a common walkthrough tool.	Staff Measure #2: By June 2025, after receiving professional learning on differentiated instruction in Reading, teachers will demonstrate application of strategies and instruction specifically for students with disabilities and WIDA 1-2 50% of the time, gathered through monthly observations using a common walkthrough tool
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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	Budget (local, state, federal funds)	Status/Notes
Develop a monitor tool for FTD leadership to use to conduct walkthroughs	June 2024 - August 2024				Done ▾
FTD Leadership in collaboration with Central office EL Services Staff will provide school wide professional learning on various strategies to support English language acquisition in Reading and Writing for our multilingual learners at all levels. PD sessions will be ongoing and held at BOY school based PD day in August,	8/8/24	11/24	C/OEnglish Learner Services Admin Team ML Teachers Instructional Coaches	Title I Staffing allocations for (ELA, MTSS, Science) Coaches \$3457.21	Done ▾

and Staff Meetings in September and October.					
Coaches and school based ML teachers will provide grade level teams professional learning on various strategies to support differentiation of instruction in Reading and Writing to support English language acquisition during CLT's.	8/8/24	06/25	Literacy Coach	In order to properly differentiate, there is a need for organizational resources for tier 1 instruction. Cost: \$\$	Done ▾
FTD Leadership in collaboration with Central Office leadership will conduct walkthroughs	October/ November		C/OEnglish Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
FTD Staff in conjunction with the Central Office ML Services team will provide school wide professional learning on various tools to easily check for understanding and use that data to commensurate adjustments for instruction in Reading and Writing During November and December Staff meetings.	11/24	12/25	C/OEnglish Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
FTD Coaching team will provide grade level teams with professional learning through CLT's on various tools to easily check for understanding and use that data to commensurate	11/01/24	06/25	Literacy Coach		Done ▾

adjustments for instruction in Reading and Writing.					
FTD Leadership in collaboration with Central Office leadership will conduct walkthroughs	December/January		C/OEnglish Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Provide after school tutoring based on needs	01/25				Done ▾
FTD Leadership team in conjunction with Central Office ML Team will provide school wide professional learning on analyzing progress monitoring data to drive daily instructional decisions for all students including students with disabilities during January and February Staff meetings.	01/25	02/25	C/OEnglish Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Coaches will provide grade level teams with professional learning through Literacy CLTs on how to analyze data to support daily instructional decisions for all students including students with disabilities.	01/25	06/25	Literacy Coach		Done ▾
FTD Leadership in collaboration with Central Office leadership will conduct walkthroughs	February/March		C/OEnglish Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾

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.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
<p>August: School wide language development professional learning Grade Level language development professional learning through CLTS</p>	<p>Completed school wide 2 ½ day session with Jessica Costa</p>
<p>September: Continue school wide language development professional learning Continue grade level language development professional learning through CLTS Classroom observations with walkthrough tool and a focus on using language acquisition strategies</p>	<p>Completed school wide 2 additional PD sessions with Jessica Costa during September Staff meetings, see agendas.</p>
<p>October: Continue school wide language development professional learning Continue grade level language development professional learning through CLTS Classroom observations with walkthrough tool and a focus on using language acquisition strategies</p>	<ul style="list-style-type: none"> ● Completed school wide final PD session (1.5 hours) with Jessica Costa during Staff meetings, see agenda and 73 teachers attended after school PD ● There were 2 CLTs per grade level where K-5 teachers planned for language acquisition focusing on language functions during CLTs ● Ten classroom observations were conducted in ELA and 80% of teachers were utilizing a strategy to support English Language Acquisitions, 1/10 teachers were differentiating based on a variety of language levels (walkthrough tool)
<p>November:</p>	<ul style="list-style-type: none"> ● Conducted 2 school wide PD session (1.5 hours) on progress monitoring tools

<p>School wide professional development on progress monitoring tools</p> <p>Grade level professional development on progress monitoring tools</p> <p>Classroom observations with walkthrough tool and a focus on using progress monitoring tools</p>	<ul style="list-style-type: none"> ● Completed grade level quarterly data meetings ● 12 walkthrough observations were conducted in ELA; we did not yet focus on using a progress monitoring tool ● 75% of ELA observations were found to be using general ML strategies during the walkthrough, with 36.4 using differentiated strategies such as different sentence frames, use of L1 and co-teacher feedback
<p>December:</p> <p>Continue school wide professional development on progress monitoring tools</p> <p>Continue school grade level professional development on progress monitoring tools</p> <p>Classroom observations with walkthrough tool and a focus on using progress monitoring tools</p>	<ul style="list-style-type: none"> ● Teachers continued to collect data utilizing the tools they developed as a grade level team and brought them to Staff meetings to adjust
<p>January:</p> <p>School wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions</p> <p>Grade level professional development on how to analyze data from progress monitoring tools to drive instructional decisions</p> <p>Classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions</p>	<ul style="list-style-type: none"> ● School wide professional development for analyzing data was moved to February because of snow days ● Conducted walkthroughs focusing on progress monitoring; teachers were using the tools inconsistently ● In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during small group reading lessons ● Conducted Walkthroughs with Central Office on January 29 with s <p>Next Steps:</p> <ul style="list-style-type: none"> ● Provide School wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions ● Continue to provide professional learning through CLTs ● Continue classroom observations ● Share Central office walkthrough feedback with staff
<p>February:</p>	

Domain I: Academic Supports

Content Area: Mathematics

- Barrier(s):**
- 1. Training is needed to understand and effectively implement high-quality Tier 1 instruction and to differentiate instruction for MLL students at WIDA 1-2 and students with disabilities.**
 - 2. Some other measures impacting implementation and professional learning include: time, competing priorities, and new staff (grade level teachers, MLL teachers, and special education teachers).**
 - 3. Teacher skill deficit in understanding how to differentiate for students for WIDA level 1s and 2s in mathematics instruction**

SMART Goal Statement: From Fall 2024 to June 2025, we will increase the percentage of all students passing the VA Math SOL from baseline data 42% to 80%. Baseline data: 3rd grade 33%, 4th grade 21%, 5th grade 21%. Also increase scores for SWD to 80% (baseline data 12%) and for MLLs to 80% (baseline data 16%).

(Evidence-based) Strategy Name: Mathematics Language (sub-category 2): 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: Tier 1

Description: Teachers model and set expectations for students to use accurate mathematical language following these steps:
 1- routinely teach mathematical vocabulary to build students’ understanding of the mathematics they are learning
 2-use clear, concise, and correct mathematical language throughout lessons to reinforce students’ understanding of important mathematical vocabulary words
 3-support students in using mathematically precise language during their verbal and written explanations of their problem solving

Student Measure #1:
 80% of students will score above the 40th percentile for achievement on the Math MAP administered 3 times a year.

Student Measure #2:
 80% of students will demonstrate proficiency on the end of unit assessments for each unit.

Staff Measure #1:
 By June 2025, after receiving professional learning on progress monitoring and explicit language instruction, teachers will demonstrate application of strategies and instruction 70% of the time, gathered through monthly observations using a common walkthrough tool.

Staff Measure #2:
 By June 2025, after receiving professional learning on differentiated instruction in Math, teachers will demonstrate application of strategies and instruction specifically for students with disabilities and WIDA 1-2 70% of the time, gathered through monthly observations using a common walkthrough tool

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	Budget (local, state, federal funds)	Status/Notes
Develop a monitor tool for FTD leadership to use to conduct walkthroughs	June 2024 - August 2024				Done ▾
Provide school wide professional learning on various strategies to	8/8		C/O English Learner Services		Done ▾

support English language acquisition in Math for our multilingual learners at all levels			Admin Team ML Teachers Instructional Coaches		
Provide grade level teams professional learning on various strategies to support differentiation of instruction in Math to support English language acquisition	8/8	06/25	Math Coach		Done ▾
FTD Leadership in collaboration with Central Office leadership will conduct walkthroughs	October/ November				Done ▾
Provide after school tutoring based on needs	10/24	12/20		8,584.70	Done ▾
Provide school wide professional learning on various tools to easily check for understanding and use that data to commensurate adjustments for instruction in Math	11/24	12/25	C/O English Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Provide grade level teams with professional learning through CLT's on various tools to easily check for understanding and use that data to commensurate adjustments for instruction in Math	11/01/24	06/25	Math Coach		Done ▾
FTD Leadership in collaboration with Central Office leadership will conduct walkthroughs	December/ January				Done ▾

Provide after school tutoring based on needs	01/25	02/25		4,091.34	Done ▾
Provide school wide professional learning on analyzing progress monitoring data to drive daily instructional decisions for all students including students with disabilities	01/25	02/25	C/O English Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Provide grade level teams with professional learning through Math CLTs on how to analyze data to support daily instructional decisions for all students including students with disabilities	01/25	06/25	Math Coach		Done ▾
FTD Leadership in collaboration with Central Office leadership will conduct walkthroughs	February/March				Done ▾

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 mathematics 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.

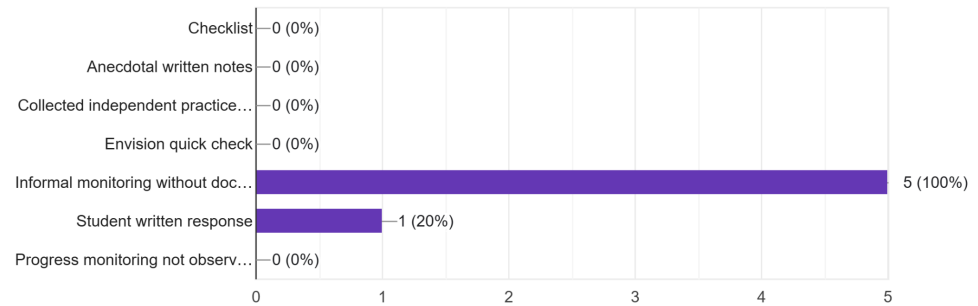
Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
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<p>August: School wide language development professional learning Grade Level language development professional learning through CLTS</p>	<p>Completed school wide 2 ½ day session with Jessica Costa</p>
<p>September: Continue school wide language development professional learning Continue grade level language development professional learning through CLTS Classroom observations with walkthrough tool and a focus on using language acquisition strategies</p>	<p>Completed school wide 2 additional PD sessions with Jessica Costa during September Staff meetings, see agendas.</p>
<p>October: Continue school wide language development professional learning Continue grade level language development professional learning through CLTS Classroom observations with walkthrough tool and a focus on using language acquisition strategies</p>	<ul style="list-style-type: none"> ● Completed school wide final PD session (1.5 hours) with Jessica Costa during staff meetings, see agenda and 73 teachers attended after school PD ● In CLTs K-5 teachers planned for systematic instruction using the new curriculum, discussion language acquisition strategies as appropriate ● Eight classroom observations were conducted in Math and 57% of the teachers were observed utilizing a strategy to support English Language Acquisition, 0/7 teachers were differentiating based on a variety of language levels (walkthrough tool) <p>Next Steps: Implement progress monitoring during CLTs and continue to implement second language acquisition strategies during CLTs</p>
<p>November: School wide professional development on progress monitoring tools Grade level professional development on progress monitoring tools Classroom observations with walkthrough tool and a focus on using progress monitoring tools</p>	<ul style="list-style-type: none"> ● Completed 2 school wide professional developments on November ● Completed grade level quarterly data meetings

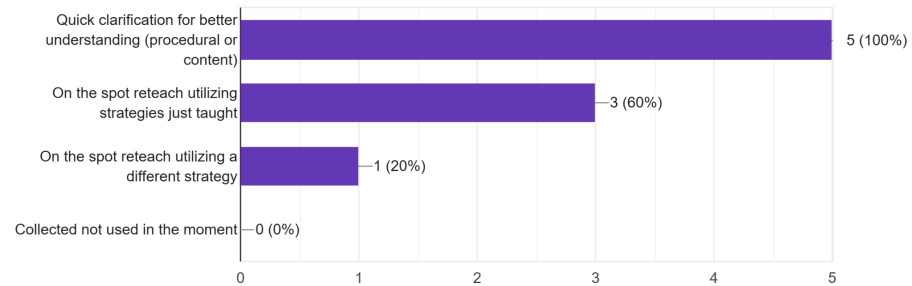
Teacher is progress monitoring student understanding using the following tool/method

5 responses



If progress monitoring was observed, how did the teacher utilize that information?

5 responses



Next Steps:

Plan for progress monitoring in CLTs

Complete walkthroughs for 2 classrooms in each grade level

- Conducted 7 walkthroughs during Math and 7 out of the 7 teachers were using a progress monitoring tool; Here is how the tool was being utilized:

Next Steps:

- Continue to provide professional learning through CLTs

December:

Continue school wide professional development on progress monitoring tools

Continue grade level professional development on progress monitoring tools

<p>Classroom observations with walkthrough tool and a focus on using progress monitoring tools</p>	<ul style="list-style-type: none"> ● Continue classroom observations
<p>January: School wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions Grade level professional development on on how to analyze data from progress monitoring tools to drive instructional decisions Classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions</p>	<ul style="list-style-type: none"> ● School wide professional development for analyzing data was moved to February because of snow days ● In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during math lessons ● Unit Tests: ● Conducted Walkthroughs with Central Office on January 29 <p>Next Steps:</p> <ul style="list-style-type: none"> ● Provide School wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions ● Continue to provide professional learning through CLTs ● Continue classroom observations ● Share Central office walkthrough feedback with staff
<p>February: Continue school wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions Continue grade level professional development on on how to analyze data from progress monitoring tools to drive instructional decisions Continue classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions</p>	
<p>March:</p>	
<p>April:</p>	
<p>May:</p>	

Domain I: Academic Supports

Content Area: Science

Barrier(s):

- 1. Training is needed to understand and effectively implement high-quality Tier 1 instruction and to differentiate instruction for ELL students at WIDA 1-2 and students with disabilities.
- 2. Some other measures impacting implementation and professional learning include: time, competing priorities, and new staff (grade level teachers, MLL teachers, and special education teachers).
- 3. Teacher skill deficit in understanding how to differentiate for students for WIDA level 1s and 2s.

SMART Goal Statement: From Fall 2024 to May 2025, we will increase the percentage of all 4th- 5th grade students passing the district Benchmark 2 Assessment to 80%. Baseline data: 4th grade: 25.3%; 5th grade 34.5%. Also increase pass rates for students with disabilities and multilingual learners at WIDA 1-2 to 80%: (baseline 4th grade 0 %; 5th grade 12.5%; baseline multilingual learners at WIDA 1-2 4th grade 15% ; 5th grade 0%). And increase the percentage of 5th grade students passing the VA SOL Science to 80%.
Baseline Data: All Learners: 53%, SWD: 10%

(Evidence-based) Strategy Name: 5 E Instructional Model
Tier of Evidence: Tier 1

Description:
The 5E instructional model is structured to help students better understand scientific principles and phenomena. It is composed of five phases: Engage, Explore, Explain, Elaborate, and Evaluate. The order of the 5Es allows students to build on existing

	knowledge and later, apply their newfound knowledge. As students move along the 5Es of science, they are actively engaged in their own learning.
Student Measure #1: 80% of 4th-5th grade students will demonstrate proficiency on district unit assessments. 4th Grade Data- Unit 1- 27.6%; Unit 2-49.5%; Unit 3-67.3% 5th Grade Data- Unit 1-29.2%, Unit 2- 44%, Unit 3- 53%; Unit 4- 46.2%; Unit 5- 48.5%; Unit 6- 60.4%	Student Measure #2: 80% of students in 4th-5th grades will demonstrate proficiency on district Benchmark assessments. 5th Grade Benchmark 1: 47.8%, Benchmark 2 40.1% 4th Grade Benchmark 1: 39.8%, Benchmark 2 50 % Student Measure #3: 70% of students in 5th grade will demonstrate proficiency on the VA SOL Science assessment.
Staff Measure #1: By June 2025, after receiving professional learning on progress monitoring and explicit language instruction, teachers will demonstrate application of effective strategies and instruction 70% of the time, gathered through monthly observations using a common walkthrough tool.	Staff Measure #2: By June 2025, after receiving professional learning on differentiated instruction in Science, teachers will demonstrate application of effective strategies and instruction specifically for students with disabilities and WIDA 1-2 70% of the time, gathered through monthly observations using a common walkthrough tool.

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	Budget (local, state, federal funds)	Status/Notes
Develop a monitor tool for FTD leadership to use to conduct walkthroughs	June 2024 - August 2024				Done ▾
Provide school wide professional learning on various effective strategies to support English language acquisition in Science for our multilingual learners at all levels	8/8/24	10/24	C/OEnglish Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Provide grade level teams professional learning on various effective strategies to support differentiation of instruction in	8/8/24	06/25	Science Coach		Done ▾

Science to support English language acquisition					
Conduct classroom observations focused on teachers' application of effective strategies and instruction that support English language acquisition in Science and differentiation of instruction in Science using a common walkthrough tool	9/8/24		C/O English Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Provide school wide professional learning on various tools to easily check for understanding and use that data to commensurate adjustments for instruction in Science	11/24	12/25	C/O English Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Provide grade level teams with professional learning through CLT's on various tools to easily check for understanding and use that data to commensurate adjustments for instruction in Science	11/24	06/25	Science Coach		Done ▾
Conduct classroom observations and provide feedback focused on teachers' use of tools to check for understanding using a common walkthrough tool	12/24	06/25	Science Coach		Done ▾
Provide school wide professional learning on analyzing progress monitoring data to drive daily	01/25	02/25	C/O English Learner Services Admin Team		Done ▾

instructional decisions for all students including students with disabilities			ML Teachers Instructional Coaches		
Provide after school tutoring based on needs	01/25	02/25		2,936.22	Done ▾
Provide grade level teams with professional learning through Science CLTs on how to analyze data to support daily instructional decisions for all students including students with disabilities	01/25	06/25	Science Coach		Done ▾
FTD Leadership in collaboration with Central Office leadership will conduct walkthroughs	10/25	06/25			Done ▾

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 science 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.

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

Analysis: Address impact and next steps.

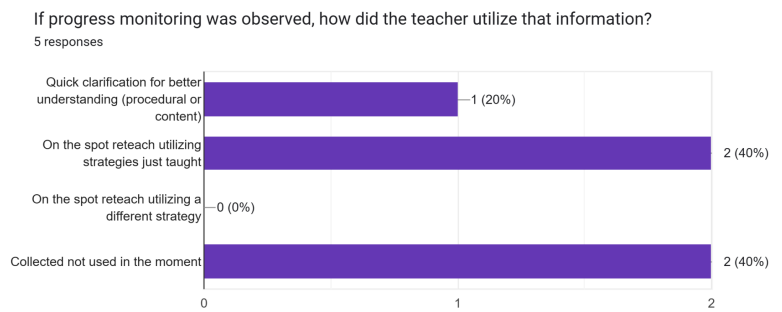
Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
August: School wide language development professional learning Grade Level language development professional learning through CLTS	<ul style="list-style-type: none"> Completed school wide 2 ½ day session with Dr. Jessica Costa where ___ of teachers attended PD in August

	<ul style="list-style-type: none"> ● During K-5 Science CLTs Science coach focused on language development by planning for differentiated sentence frames <p>Next Steps:</p> <ul style="list-style-type: none"> ● Continue to provide professional learning on language development
<p>September: Continue school wide language development professional learning Continue grade level language development professional learning through CLTS Classroom observations with walkthrough tool and a focus on using language acquisition strategies</p>	<ul style="list-style-type: none"> ● Completed school wide one additional PD session (1.5 hours) with Jessica Costa during Staff meetings, see agenda and ___ of teachers attended after school PD ● There were 4 Science CLTs per grade level where the Science coach facilitated planning focused on language development best practices such as differentiated sentence stems attended by classroom and ML teachers ● 5 classroom observations were conducted in Science and 5/5 of the teachers were utilizing a strategy to support English Language Acquisition ● 27.6% of 4th grade students were proficient on Unit 1 Science Assessment ● 29.2% of 5th grade students were for proficient on Unit 1 Science Assessment <p>Next Steps: Continue to provide professional learning through CLTs and one more school wide PD Continue classroom observations</p>
<p>October: Continue school wide language development professional learning Continue grade level language development professional learning through CLTS Classroom observations with walkthrough tool and a focus on using language acquisition strategies</p>	<ul style="list-style-type: none"> ● Completed school wide final PD session (1.5 hours) with Jessica Costa during Staff meetings, see agenda 73 teachers attended after school PD ● There were 2 Science CLTs per grade level where K-5 teachers planned for language acquisition focusing on language functions during CLTs (5th grade Science Lesson Plan) ● 20 classroom observations were conducted in Science and 20 teachers were utilizing a strategy to support English Language Acquisitions, 15/20 teachers were differentiating based on a variety of language levels (walkthrough tool) ● 44% of 5th grade students were proficient on Unit 2 assessment <p>Next Steps:</p> <ul style="list-style-type: none"> ● Continue to provide professional learning through CLTs

	<ul style="list-style-type: none"> ● Continue classroom observations ● Provide school wide professional development on progress monitoring in November ● Students will set science goals based on their science unit assessments and track their data ● STEM teacher will provide test taking strategies to Tier 2 science students two times a week in 5th grade starting 10/18 until benchmark 1
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November:
 School wide professional development on progress monitoring tools
 Grade level professional development on progress monitoring tools
 Classroom observations with walkthrough tool and a focus on using progress monitoring tools

- Conducted 2 school wide PD session (1.5 hours) on progress monitoring tools
- Completed grade level quarterly data meetings
- In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during science lessons
- Conducted 6 walkthroughs during Science and 5 out of 6 teachers were using a progress monitoring tool; Here is how the tool was being utilized:



- 47.8% 5th grade students were proficient on Benchmark 1
- Next Steps:
- Continue to provide professional learning through CLTs
 - Continue classroom observations
 - Students will set science goals based on their science unit assessments and track their data
 - STEM teacher will provide test taking strategies to Tier 2 science students two times a week in 5th grade starting 12/2 until Unit 3

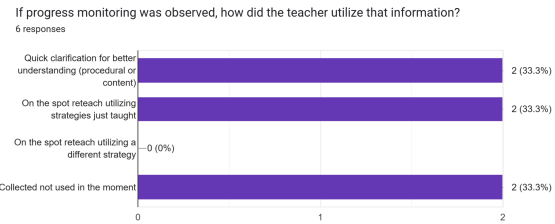
December:

Continue school wide professional development on progress monitoring tools

Continue school grade level professional development on progress monitoring tools

Classroom observations with walkthrough tool and a focus on using progress monitoring tools

- Conducted 10 walkthroughs during Science and 6 out of the 10 teachers were using a progress monitoring tool; Here is how the tool was being utilized:



- In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during science lessons
- 5th grade Unit 3 Test: 52% proficient

Next Steps:

- Continue to provide professional learning through CLTs
- Continue classroom observations

January:

School wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions

Grade level professional development on how to analyze data from progress monitoring tools to drive instructional decisions

Classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions

- School wide professional development for analyzing data was moved to February because of snow days
- Conducted walkthroughs focusing on progress monitoring; teachers were using the tools inconsistently
- In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during science lessons
- 5th grade Unit 3 Test: 46 % proficient
- Conducted Walkthroughs with Central Office on January 29

Next Steps:

- Provide School wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions
- Continue to provide professional learning through CLTs
- Continue classroom observations
- Share Central office walkthrough feedback with staff

February:

- Provided School wide professional development for analyzing data to teachers

<p>Continue school wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions</p> <p>Continue grade level professional development on on how to analyze data from progress monitoring tools to drive instructional decisions</p> <p>Continue classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions</p>	<ul style="list-style-type: none"> ● Conducted walkthroughs focusing on progress monitoring; teachers were using the tools (jot lots, checklists, thumbs up-thumbs down) more consistently ● In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during science lessons ● 5th grade Unit 5 Test: 48% proficient ● 4th grade Unit 3 Test: 64 % proficient <p>Next Steps:</p> <ul style="list-style-type: none"> ● Provide School wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions ● Continue to provide professional learning through CLTs ● Continue classroom observations ● Central office walkthrough on March 12
<p>March: Continue school wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions</p> <p>Continue grade level professional development on on how to analyze data from progress monitoring tools to drive instructional decisions</p> <p>Continue classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions</p>	<ul style="list-style-type: none"> ● In 5th grade, 60.4% students were proficient on Unit 6 ● Provided professional development on how to analyze data from progress monitoring tools to drive instructional decisions ● In K-5 CLTs provided professional learning on analyzing data to drive instructional decisions ● On March 12 Central Office conducted a walkthrough and provided feedback: <p>Next Steps:</p> <ul style="list-style-type: none"> ● Continue to provide professional learning through CLTs ● Continue classroom observations ● Conduct 3rd quarter data data for each grade level focusing on data implications to drive instruction forward
<p>April: Continue school wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions</p> <p>Continue grade level professional development on on how to analyze data from progress monitoring tools to drive instructional decisions</p>	<ul style="list-style-type: none"> ● In 5th grade 40.3% of all students were proficient on Benchmark 2, in 4th grade 51.1 % of all students were proficient on Benchmark 2, and in 3rd grade 46.% of all students were proficient on Benchmark 2. ● Provided professional development to 40/43 teachers on how to analyze data from progress monitoring tools to drive instructional decisions

<p>Continue classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions</p>	<ul style="list-style-type: none"> ● In K-5 CLTs provided professional learning on analyzing data to drive instructional decisions ● Conducted data meetings with K-5 grade level teachers and focused on analyzing data to drive instruction ● Conducted 23 classroom observations focusing on Science; In 13/23 classrooms progress monitoring was observed, in 22/23 classrooms teachers were using a ML strategy and 17/22 teachers were differentiating based on ML level, in 17/23 classrooms oral structured discourse was observed <p>Next Steps:</p> <ul style="list-style-type: none"> ● Continue to provide professional learning through CLTs ● Continue classroom observations ● Begin SOL test taking strategy lessons with students
<p>May: Continue school wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions Continue grade level professional development on on how to analyze data from progress monitoring tools to drive instructional decisions Continue classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions</p>	<ul style="list-style-type: none"> ● In K-5 CLTs provided professional learning on analyzing data to drive instructional decisions

<p>Domain II: Staffing Supports</p>	
<p>Barrier(s): New teachers, especially new to the profession and to teaching multilingual learners, lack the professional knowledge and skills to ensure competence and success in addition to having a learning curve related to both ACPS and FTD expectations, procedures and practices.</p>	
<p>SMART Goal Statement:</p>	

By June 2025, after having received an individual mentor and participating in small group mentoring sessions throughout the year on various topics, new teachers will demonstrate knowledge of expectations at FTD and within ACPS as measured by self-reflections and mentor/mentee reflections.

<p>(Evidence-based) Strategy Name: Mentoring Tier of Evidence: Tier 1</p>	<p>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.</p>
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<p>Student Measure #1: Number of students who are impacted by new teacher knowledge.</p>	<p>Student Measure #2: not applicable</p>
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<p>Staff Measure #1: All new teachers to FTD will increase their knowledge of expectations at FTD and within ACPS by June 2025 as measured by a self-reflection rating scale given 2 times per year (mid year and EOY Stay Survey).</p>	<p>Staff Measure #2:</p>
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Action Plan

<p>Action Steps (Describe the step and include who will implement and how often it will be implemented)</p>	<p>Start of Action Step</p>	<p>End of Action Step</p>	<p>Position Responsible for Monitoring</p>	<p>Budget (local, state, federal funds)</p>	<p>Status/Notes</p>
<p>August: New staff will take a survey to identify areas they wish to receive mentorship Mentors and Mentor coordinator will develop monthly meetings and 1:1</p>	<p>08/08</p>				<p>Done ▾</p>

sessions that address the identified topics/policy/procedure etc					
September: Monthly mentoring session on how to collect baseline data and set goals.	09/01	09/30	Instructional Coach		Done ▾
October: Monthly mentoring session on how to increase parent involvement through parent-teacher conferences	10/1	10/31	Instructional Coach		Done ▾
November: Monthly mentoring session on various strategies to support differentiation of instruction in content areas to support English language acquisition	11/1	11/30	Instructional Coach		Done ▾
December: Monthly mentoring session on various tools to easily check for understanding and use that data to commensurate adjustments for instruction in all content areas. Mid-year check in survey for mentees on how FTD is doing to meet their professional needs.	12/1	12/20	Instructional Coach		Done ▾
January: Monthly mentoring session on analyzing progress monitoring data to drive daily instructional decisions for all students.	1/6	1/31	Instructional Coach		Done ▾
February MTSS/Child Study Referrals					In progress (~75%) ▾
March TBD					Not started ▾
April					Not started ▾

Monthly mentoring session on how to collect end of year data and how to analyze and reflect on goals set at the beginning of the year					
May New Staff will complete a stay survey to see if identified needs were met by mentor program and what about mentoring causes them to want to stay.	05/01	05/30			Not started -

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

The division will provide support through adoption of high-quality instructional materials, coordinating ongoing training(s), implementation of evidence-based science 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.

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

Analysis: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
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<p>August: Monthly mentoring agenda and survey results</p>	<p>new staff attendance (mentoring session) 4 new teachers completed the mentoring survey. 1 teacher said they didn't need extra mentoring at that time.</p> <table border="1"> <caption>What area(s) would you like to have more direct mentoring support right now?</caption> <thead> <tr> <th>Area</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Implementing Really Great Rea...</td> <td>1</td> <td>25%</td> </tr> <tr> <td>Utilizing Reading Eggs</td> <td>1</td> <td>25%</td> </tr> <tr> <td>Utilizing VALLSS data</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Implementing the new math cur...</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Classroom management/routines</td> <td>0</td> <td>0%</td> </tr> <tr> <td>Implementing ML best practices</td> <td>1</td> <td>25%</td> </tr> <tr> <td>Other</td> <td>2</td> <td>50%</td> </tr> </tbody> </table>	Area	Count	Percentage	Implementing Really Great Rea...	1	25%	Utilizing Reading Eggs	1	25%	Utilizing VALLSS data	0	0%	Implementing the new math cur...	0	0%	Classroom management/routines	0	0%	Implementing ML best practices	1	25%	Other	2	50%
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<p>September: Monthly mentoring agenda</p>	<p>FTD New Staff Agendas new staff attendance (mentoring session)</p>
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<p>October: Monthly mentoring agenda</p>	<p>new staff attendance (mentoring session)</p>
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<p>November</p>	
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Monthly mentoring agenda Classroom observations with walkthrough tool and a focus on using language acquisition strategies	new staff attendance (Mentoring Session) Parent/Teacher conference sign-in 42/44 teachers used language acquisition strategies
December Classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions	New staff attendance (Mentoring Session) 26/44 teachers were using a progress monitoring tool for formative assessment
January Classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions	Walkthroughs indicate inconsistent use of tools
February	
March	
April PLP data and EOY Goal summarization	

Domain III: Professional Learning Supports	
Barrier(s): Many teachers do not have a solid understanding of English language development at different WIDA levels and this impacts their ability to differentiate instruction appropriately for students at different English proficiency levels.	
SMART Goal Statement: By June 2025, after receiving professional learning on English language development and differentiated instruction, teachers will demonstrate application of strategies and instruction specifically for students with disabilities and WIDA 1-2 gathered through monthly use of a common walkthrough tool	
(Evidence-based) Strategy Name: English Language acquisition and development for multilingual learners in the elementary years. Tier of Evidence: Tier 1	Description: A high-quality professional learning plan is an ongoing, coherent sequence of learning opportunities designed to improve the knowledge, skills, and abilities of teachers and instructional staff to ultimately enhance student academic outcomes. A combination of structured and job-embedded learning opportunities allow educators to collaborate with peers, build new skills, increase job satisfaction, and develop a more sophisticated understanding of each other's teaching practices.

Student Measure #1: not applicable			Student Measure #2: not applicable		
Staff Measure #1: Teachers will demonstrate increased understanding of English language acquisition as measured by a self-reflection given 3 times per year.			Staff Measure #2:		
Action Plan					
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)	Status/Notes
Provide school wide professional learning on various strategies to support English language acquisition in all content areas for our multilingual learners at all levels	8/8/24		C/OEnglish Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Provide grade level teams professional learning on various strategies to support differentiation of instruction in all content areas to support English language acquisition	8/8/24	06/25	Instructional Coaches		Done ▾
Provide self-reflection survey to staff	October/November				Done ▾
Provide school wide professional learning on various tools to easily check for understanding and use that data to commensurate adjustments for instruction in all content areas	11/24	12/25	C/OEnglish Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Provide grade level teams with professional learning through CLT's on various tools to easily check for	11/01/24	06/25	Instructional Coach		Done ▾

understanding and use that data to commensurate adjustments for instruction in all content areas					
Provide self-reflection survey to staff	December/January				Done ▾
Provide school wide professional learning on analyzing progress monitoring data to drive daily instructional decisions for all students including students with disabilities	01/25	02/25	C/O English Learner Services Admin Team ML Teachers Instructional Coaches		Done ▾
Provide grade level teams with professional learning through ELA/Math/Science CLTs on how to analyze data to support daily instructional decisions for all students including students with disabilities	01/25	06/25	Instructional Coaches		Not started ▾
Provide self-reflection survey to staff	February/March				Not started ▾

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

The professional learning specialist will provide ongoing, bi-monthly professional learning to all instructional coaches, focusing on understanding and using the Standards for Professional Learning, defining role clarity and expectations, and implementing professional learning communities and protocols for coaching conversations. The professional learning specialist will also support instructional coaches in reviewing professional learning implementation and feedback data, developing coaching actions through office hours and school visits, and training professional learning course creators at each school on how to create, manage, and monitor courses within our online platform in alignment with the Standards for Professional Learning.

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

Analysis: Address impact and next steps.

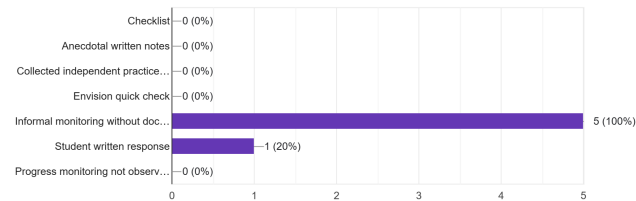
Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
August: School wide language development professional learning	<ul style="list-style-type: none"> Completed school wide 2 ½ day session with Dr. Jessica Costa where ___ of teachers attended PD in August

<p>Grade Level language development professional learning through CLTS</p>	<ul style="list-style-type: none"> ● During K-5 Science, Reading, and Math CLTs Instructional coach focused on language development by planning for differentiated sentence frames
<p>September: Continue school wide language development professional learning Continue grade level language development professional learning through CLTS Classroom observations with walkthrough tool and a focus on using language acquisition strategies</p>	<ul style="list-style-type: none"> ● Completed school wide one additional PD session (1.5 hours) with Jessica Costa during Staff meetings, see agenda and ___ of teachers attended after school PD ● There were 4 Science, Math, and Reading CLTs per grade level where the Instructional coach facilitated planning focused on language development best practices such as differentiated sentence stems attended by classroom and ML teachers ● 5 classroom observations were conducted in Science and 5/5 of the teachers were utilizing a strategy to support English Language Acquisition
<p>October: Continue school wide language development professional learning Continue grade level language development professional learning through CLTS Classroom observations with walkthrough tool and a focus on using language acquisition strategies</p>	<ul style="list-style-type: none"> ● Completed school wide final PD session (1.5 hours) with Jessica Costa during Staff meetings, see agenda 73 teachers attended after school PD ● There were 2 Science, Math, Reading CLTs per grade level where K-5 teachers planned for language acquisition focusing on language functions during CLTs (5th grade Science Lesson Plan) ● 20 classroom observations were conducted in Science and 20 teachers were utilizing a strategy to support English Language Acquisitions, 15/20 teachers were differentiating based on a variety of language levels (walkthrough tool) ● Eight classroom observations were conducted in Math and 57% of the teachers were observed utilizing a strategy to support English Language Acquisition, 0/7 teachers were differentiating based on a variety of language levels (walkthrough tool) ● Ten classroom observations were conducted in ELA and 80% of teachers were utilizing a strategy to support English Language Acquisitions, 1/10 teachers were differentiating based on a variety of language levels (walkthrough tool)
<p>November: School wide professional development on progress monitoring tools</p>	<ul style="list-style-type: none"> ● Conducted 2 school wide PD session (1.5 hours) on progress monitoring tools ● Completed grade level quarterly data meetings

Grade level professional development on progress monitoring tools
 Classroom observations with walkthrough tool and a focus on using progress monitoring tools

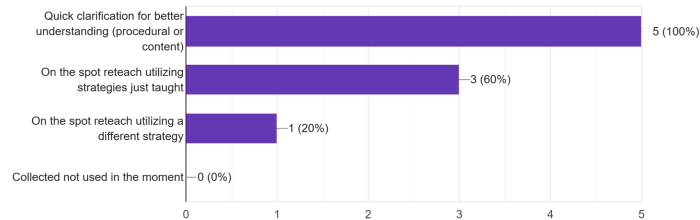
- In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during science, math, and reading lessons
- Conducted Grade Level Quarter 1 data chats that analyzed formal and informal data drive instruction (DIBELS, IDI, MAP, VALLSS)
- Conducted 6 walkthroughs during Science and 5 out of 6 teachers were using a progress monitoring tool; Here is how the tool was being utilized
- 12 walkthrough observations were conducted in ELA; we did not yet focus on using a progress monitoring tool
- 75% of ELA observations were found to be using general ML strategies during the walkthrough, with 36.4 using differentiated strategies such as different sentence frames, use of L1 and co-teacher feedback
- Math

Teacher is progress monitoring student understanding using the following tool/method
 5 responses



-

If progress monitoring was observed, how did the teacher utilize that information?
 5 responses



December:
 Continue school wide professional development on progress monitoring tools

- In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during science, math, and reading lessons

<p>Continue school grade level professional development on progress monitoring tools Classroom observations with walkthrough tool and a focus on using progress monitoring tools</p>	
<p>January: School wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions Grade level professional development on on how to analyze data from progress monitoring tools to drive instructional decisions Classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions</p>	<ul style="list-style-type: none"> ● School wide professional development for analyzing data was moved to February because of snow days ● Conducted walkthroughs focusing on progress monitoring; teachers were using the tools inconsistently ● In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during science, math and reading lessons
<p>February: Continue school wide professional development on how to analyze data from progress monitoring tools to drive instructional decisions Continue grade level professional development on on how to analyze data from progress monitoring tools to drive instructional decisions Continue classroom observations with walkthrough tool and a focus on how teachers are using data to drive instructional decisions</p>	<ul style="list-style-type: none"> ● Conducted walkthroughs focusing on progress monitoring; teachers were using the tools inconsistently ● In CLTs, K-5 teachers planned for and developed progress monitoring tools to use during science, math and reading lessons ● Provided the teachers with the PD reflection survey; EL PD: 50% of staff had minimal experience with WIDA proficiency descriptors, differentiated supports and explicitly teaching language through content before having the PD training; after the training more than 50% of the staff utilized the WIDA descriptors more than once; Prior to the training 20% of the staff felt they had a rich understanding and after the training 16/23 staff members are utilizing differentiated supports; Data PD: More than 50% of staff reported a rich understanding of the strategies that they can use across content areas; after the PD 65% of staff reported that they are utilizing the strategies routinely
<p>March</p>	<ul style="list-style-type: none"> ● School wide professional development for analyzing data was held on 3/24

Domain IV: School Climate Supports

Barrier(s):
Chronic Absenteeism

SMART Goal Statement: The chronic absenteeism rate will decrease from 12% (April 2024) to 9% (June 2025).

(Evidence-based) Strategy Name: Introduce the Learner Engagement and Attendance Program (LEAP Home Visit Program) and continue Adaptive Text Messaging.

Tier of Evidence: Tier 1 and 2

Description: The Learner Engagement and Attendance Program is a research-based home visiting program that identifies and partners with families to improve student attendance and family engagement. Staff will make a series of visits over the course of the year to a subset of families of students who are identified as at risk for chronic absenteeism. Adaptive Text Messaging is a system of sending personalized messages to the families of students who are chronically absent with the intent to provide information about the risks of chronic absenteeism and to elicit parent engagement.

Student Measure #1: By June 2025, as measured by the PowerBI Dashboard, chronic absenteeism will be at 9% or less.

Student Measure #2: N/A

Staff Measure #1: The attendance team will track the number of students who were chronically absent during the 2023-24 school year who receive a home visit and will monitor their attendance quarterly to see if their attendance improves. The team will also monitor the percentage of days missed for students who receive home visits following the LEAP model.

Staff Measure #2: N/A

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)	Status/Notes
Identify staff to conduct home visits following the LEAP home visit model.	June 2024	June 2024	Attendance Team (Social Worker,		Done ▾

			School Counselor, Registrar, Principal, Assistant Principal)		
Identify students who will receive LEAP program home visits	June 2024	August 2024	Attendance Team (Social Worker, School Counselor, Registrar, Principal, Assistant Principal)		Done ▾
Staff training for Leap home visit model	August 2024	September 2024	Central Office		Done ▾
FTD will continue our annual initiative to offer home visits to all families in August and September.	August 2024	September 2024	Classroom teachers, ML teachers, Social Worker, School Counselors, Family Liaison, Instructional Coaches, Administrators		Done ▾
Building on our existing home visit program of offering home visits to all families, FTD will pilot a program following the LEAP model to conduct a series of home visits over a five month period to five students/families who were chronically absent in 2023-24.	August 2024	December 2024	Five team members		Done ▾
Review attendance data monthly for the five families receiving the LEAP model series of home visits.	September 2024	December 2025	Five LEAP model trained staff and Attendance Team (Social Worker, School Counselor,		In progress (~50%) ▾

			Registrar, Principal, Assistant Principal)		
Welcome calls to families of all new students who enroll after the start of the year	September 2024	June 2025	Social Worker, Family Liaison		In progress (~50%) ▾
Three welcome meetings for new families over the school year	September 2024	June 2025	Family Liaison, Social Worker, Administrators		In progress (~25%) ▾
Enroll families on ParentSquare communication platform and select preferred language	August 2024	June 2025	Classroom teachers, ML Teachers, Family Liaison, Social Worker, Registrar		In progress (~50%) ▾
Monthly school wide attendance posts on ParentSquare	August 2024	June 2025	Social Worker		In progress (~50%) ▾
Adaptive Text Messages (personalized messaging on ParentSquare to families with students who have missed 8% or more of the school year) at the end of Q1, Q2, and Q3.	November 2024	March 2025	Social Worker		In progress (~50%) ▾
Professional learning for teachers	August 2024	March 2025	Social Worker, Administrators		In progress (~25%) ▾
The Attendance Hero Report will be sent home to all families at the end of Q1 and Q2 and to families whose children have missed 8% or more of the year at the end of Q3.	October 2024	March 2025	Social Worker		In progress (~25%) ▾
Attendance conferences	September 2024	June 2025	Social Worker, Administrators		In progress (~50%) ▾

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

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

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

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
PowerBi Absenteeism Dashboard	Monthly Attendance Meetings