Not started

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.

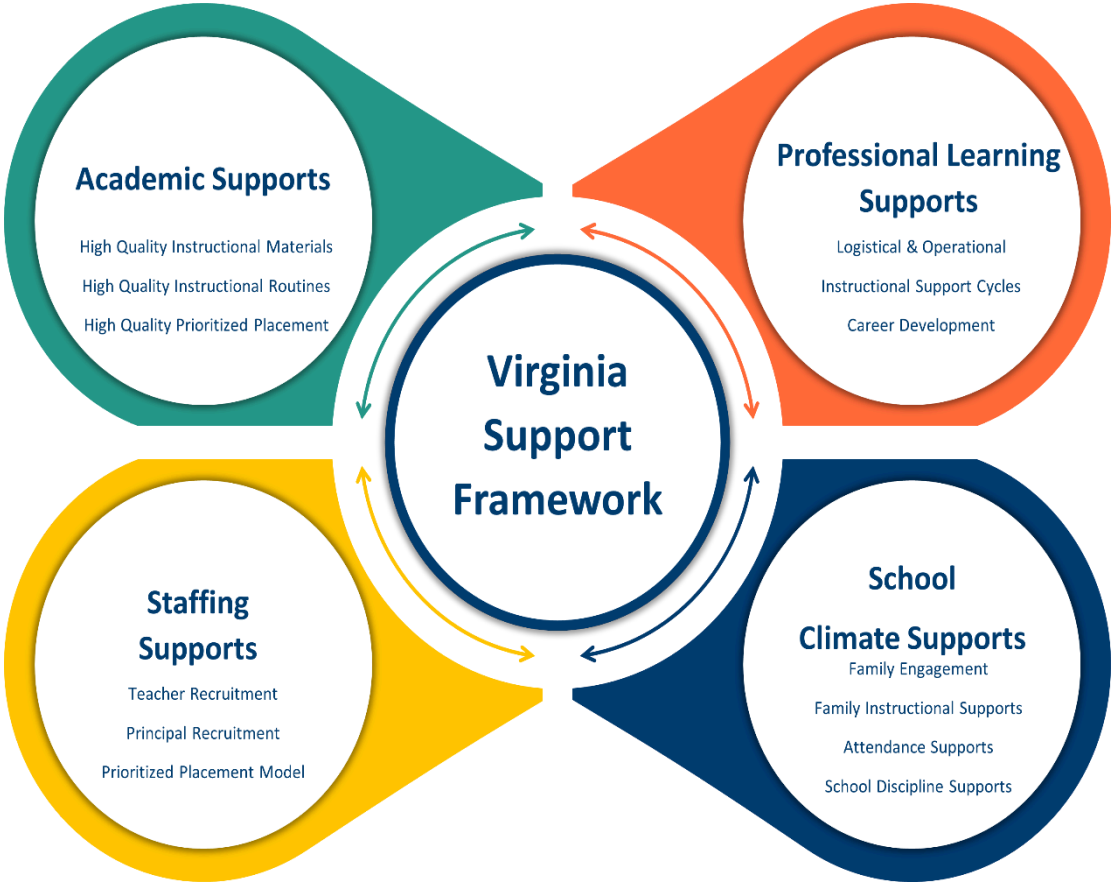
Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework. [1]

How to use the Virginia Comprehensive School Improvement Plan:

Review the Virginia Support Framework domains and the results of the Virginia Support Framework Needs Assessment.
Become familiar with the explanation and example of the Comprehensive School Improvement Plan template which includes a description and example for each item.
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.
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))

Not started



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

Not started

Profile Information	
Division: Alexandria City Public Schools	**School:** James K. Polk Elementary School
Principal: Carla P. Carter	**Designations (if applicable):**

Stakeholder/Family Engagement
Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence- and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.
Administration, coaches and teachers were all included as integral members in the development of this plan. Once administration and coaches determined which data sets our school wanted to focus on we collected and analyzed pertinent data. Problem statements were created for each data point. This was then shared with the SIP team who continued to dive into “noticings and wonderings.” Fishbone diagrams for each problem statement were then developed in staff clusters and then shared as a collective. Coaches then analyzed each fishbone looking for common themes and created a list of major takeaways and potential action steps. The evidence-based strategies selected were chosen as they were thought to be the most impactful in addressing our problem statements, as well as the most helpful in working towards our goal statements. In implementing, monitoring and evaluating the plan, the SIP team will meet twice over the summer, and at least monthly during the 2025-2026 school year.

Not started

Domain I: Academic Supports

Content Area: **Reading**

Problem Statement: The percentage of English Learners (EL) students (Language Proficiency 3+) who achieve at or above grade level in reading in grades 2-5 on MAP either declines or shows little to no growth from Fall to Spring.

Barrier(s):

- Teachers need more strategies to increase student engagement during the literacy block
- Teachers need to recognize the importance of students' background knowledge and vocabulary in accessing the curriculum, and they are continually developing strategies—such as differentiated small group instruction—to effectively meet the diverse needs of all learners.
- Teachers continue to face challenges in understanding and effectively delivering high-quality Tier I instruction for all students, while also striving to maximize the use of allotted instructional time.

SMART Goal Statement: By June 2026, all students in grades 2-5 will show RIT growth of at least 5 points on the MAP reading assessment from Fall 2025 to Spring 2026.

By June 2026, 70% of EL students (Language Proficiency 3+) who scored below the 50th achievement percentile on the Fall 2025 MAP reading assessment will score in at least the 50th achievement percentile on the Spring 2026 MAP reading assessment

Strategy

Not started

(Evidence-Based) Strategy Name:	K-3: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words. 4-5: Providing Reading Interventions for Students in Grades 4–9 Recommendation 3: Routinely use a set of comprehension-building practices to help students make sense of the text - Part 3A. - Build students' world and word knowledge so they can make sense of the text - Part 3B. - Consistently provide students with opportunities to ask and answer questions to better understand the text they read - Part 3C. - Teach students a routine for determining the gist of a short section of text - Part 3D. - Teach students to monitor their comprehension as they read	**Description:**	(K-3): Teaching students to learn how to recognize letter patterns, morphology and understand the relationship between sounds and letters will help them decode and read words with increasing complexity. This will also help students to read with greater fluency, accuracy and comprehension. How to Carry Out This Recommendation: 1. Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation. 2. Instruct students in common sound-spelling patterns 3. Teach students to recognize common word parts. 4. Have students read decodable words in isolation and in text. 5. Teach regular and irregular high-frequency words so that students can recognize them efficiently. 6. Introduce non-decodable words that are essential to the meaning of the text as whole words. (4-5): This recommendation focuses on improving both world and word knowledge of students, and comprehension-building practices. Teachers will be able to support students as they learn and practice routines that develop reading habits that allow them to understand what they are reading. Routines and practices presented in this section need to be introduced and explicitly taught. Once teachers explicitly instruct students on how to use these comprehension strategies, students can then work collaboratively to practice these strategies to develop world and word knowledge, generate gist statements, or ask/answer questions. As responsibility is transferred to students, teachers should continue to monitor for understanding.
Tier of Evidence:	Strong		

Measures

Not started

Student Measure #1:	MAP reading achievement percentiles, observed growth, and Virginia Language and Literacy Screening System (VALLSS) Assessments and Progress Monitoring	**Staff Measure #1:**	Classroom observations, walk throughs and formal observation data
Student Measure #2:	Informal Decoding Inventory (IDI)/ Dynamic Indicators of Basic Early Literacy Skills (DIBELS) progress monitoring and formative assessments, progress monitoring of targeted skills for all students	**Staff Measure #2:**	Quarterly, data meetings around student data.

Not started

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
1	At the end of the 2024-2025 school year, Admin will ensure that EL teachers will create a student profile for each EL student outlining how long each student has been at Polk, in the United States, EL proficiency level, home language(s), family dynamics, special education information and any other pertinent information that classroom teachers should be aware of that can impact and/or contribute to their academic success. These profiles will be shared at one of the first Community Learning Teams (CLT) meetings at the start of the 2025-2026 school year.	EL teachers, coaches, admin	May 2025	Sept. 2025	Not started	n/a
2	Admin will ensure that EL teachers will facilitate a CLT going over the World-Class Instructional Design and Assessment (WIDA) Can Do Descriptors for each English proficiency level to help teachers understand how to meet students where they are in their language development.	EL teachers, admin	Sept. 2025	Sept. 2025	Not started	n/a
3.	Admin will ensure that EL teachers will consistently participate in co-teaching, grade	EL teachers, coaches,	Sept. 2025	Jun. 2026	Not started	n/a

Not started

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	level planning, and contribute and share products (ex: anchor charts, sentence stems, visuals, Total Physical Response (TPR), ideas, etc.) to help all EL students access content.	classroom teachers, admin				
4.	During in-service week the Admin will ensure that the EL team will lead a Professional Development (PD) session on EL best practices to help classroom teachers understand effective practices and how they can be used to support English Language Learners during the reading instructional block. This will continue throughout the year during staff meetings as well.	EL teachers, admin	Sept. 2025	Sept. 2025	Not started	n/a
5.	Implement Guided Language Acquisition Design (GLAD) strategies and Kagan Cooperative Learning structures to help support the learning of all students through co-teaching.		Sept. 2025	Jun. 2026	Not started	n/a
6.	Provide ongoing in-house professional development and modeling for returning teachers and for new teachers to help understand and effectively implement high-quality Tier I instruction through the use of Bookworms	coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a

Not started

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
7.	Create opportunities throughout the year for teachers to participate in learning walks during tier I and small group instruction to observe strong instructional practices implemented by model teachers	coaches, admin	Oct. 2025	Jun. 2026	Not started	n/a
8.	Students will be placed into reading small groups based on beginning-of-the-year reading assessment data in order to provide intervention, enrichment and targeted instruction. These groups will be flexible throughout the year based on progress monitoring.	classroom teachers, EL teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a
9.	All students will be progress monitored every 4 weeks on skills targeted during reading small group instruction. That data will then be reviewed and analyzed during CLTs to regroup students.	classroom teachers, EL teachers, SpEd teachers, coaches, admin	Oct. 2025	Jun. 2026	Not started	n/a
10.	Weekly CLTs will be held to unpack reading standards, identify and understand student needs for each reading small group, and strategies to address those needs	classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Sept. 2025	Not started	n/a
11.	Targeted students will participate in before or after-school reading tutoring to continue	classroom teachers, EL	Oct. 2025	May 2026	Not started	State funds?

Not started

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	to support student learning beyond the school day.	teachers, SpEd teachers, coaches, admin				
12.	School Leaders will conduct routine informal and formal observations and provide timely feedback	admin, coaches	Sept. 2025	Jun. 2026	Not started	n/a
13.	School leaders will prioritize the block of time (15-20 minutes) used for each grade to teach these foundational reading skills through the use of Really Great Reading.	admin, coaches	Sept. 2025	Jun. 2026	Not started	n/a
14.	Admin will ensure that teachers will provide real-world connections between the stories read during the reading block and Virginia Studies content.	classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Apr. 2026	Not started	$8,000
15.	All staff will receive in-school professional development on the implementation and monitoring of the evidence-based intervention/strategy, and continue within CLTs	coaches, admin	Aug. 2025	Jun. 2026	Not started	n/a
16.	Admin will ensure that a VALLS interventionist will provide intervention for	classroom teachers,	Oct. 2025	May 2026	Not started	VALLS State Funds

Not started

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	students in grades K-3 who are identified as being in the high-risk band (VALLSS)	coaches, admin				
17.	School leaders will help to provide Parent and Family Engagement activities to share literacy activities that parents/guardians can do with their children at home.	various staff	Sept. 2025	Sept. 2025	Not started	

Reading: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Sept. 2025	• FALL MAP reading data • BOY IDI and DIBELS benchmark data • Initial reading small groups based on BOY data	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	

Not started

Reading: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

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]

Not started

Domain I: Academic Supports

Content Area: **Mathematics**

Problem Statement:

The percentage of EL students (Language Proficiency 3+) who are at or above grade level achievement in math in grades 2-5 either declines or shows little to no growth from Fall to Spring.

Less than 80% of 1st graders are (75%) proficient on most end-of-unit assessments.

Only 55% of our kindergarteners met the benchmark on the Spring Virginia Kindergarten Readiness Program (VKRP).

Barrier(s):

- Teachers are continuing to learn how to implement EnVision with fidelity.
- Maximizing whole-group and small-group instruction during the math block.
- Teachers are still learning how to differentiate small group instruction to meet the needs of all students.
- Not consistently implementing a number sense routine at the start of the math block

SMART Goal Statement: Throughout the 2025-26 school year, 75% of all students in grades K-5 will score at least 75% on all grade-level math unit post assessments.

Not started

Strategy

(Evidence-Based) Strategy Name:	Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades (K-5) Recommendation 2: Mathematical Language -- Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. Recommendation 3: Representations -- Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.	**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 Teachers can help students understand mathematics using concrete and semi-concrete representations by following these steps: 1. Provide students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered. 2. When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations. 3. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools." 4. Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas.
Tier of Evidence:	Strong		

Not started

Measures

Student Measure #1:	Summative end-of-unit common assessments in grades K-5.	**Staff Measure #1:**	Classroom observations, walk throughs and formal observation data
Student Measure #2:	Formative assessments throughout each unit (enVisions quick checks, exit tickets, small group work etc.) in grades K-5.	**Staff Measure #2:**	Quarterly, data meetings around student data.

Not started

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
1.	At the end of the 2024-2025 school year, Admin will ensure that EL teachers will create a student profile for each EL student outlining how long each student has been at Polk, in the United States, EL proficiency level, home language(s), family dynamics, special education information and any other pertinent information that classroom teachers should be aware of that can impact and/or contribute to their academic success. These profiles will be shared at one of the first CLT meetings at the start of the 2025-2026 school year.	EL teachers, coaches, admin	April 2025	Sept. 2025	Not started	n/a
2.	Admin will ensure that EL teachers facilitate a CLT going over the WIDA Can Do Descriptors for each English proficiency level to help teachers understand how to meet students where they are in their language development.	EL teachers, admin	Sept. 2025	Sept. 2025	Not started	n/a
3.	Admin will ensure that EL teachers consistently participate in grade-level planning, and contribute and share products (ex: enVision Language Handbook, anchor charts, sentence stems, visuals, TPR, ideas,	EL teachers, coaches, classroom teachers, admin	Sept. 2025	Jun. 2026	Not started	n/a

Not started

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	etc.) to help all EL students access content.					
4.	During in-service week Admin will ensure that the EL team leads a PD session on EL best practices to help classroom teachers understand effective practices and how they can be used to support English Language Learners during the math instructional block.	EL teachers, admin	Sept. 2025	Sept. 2025	Not started	n/a
5.	Admin will ensure that staff will implement GLAD strategies and Kagan Cooperative Learning structures to help support the learning of all students.	classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a
6.	Admin will ensure that staff review end-of-unit assessments during CLTs as a grade-level team to determine grading, reflect on instructional practices, and brainstorm ideas for remediation	classroom teachers, EL teachers, SpEd teachers, coaches	Sept. 2025	Sept. 2025	Not started	n/a
7.	Admin will ensure that students will be placed into math small groups based on math MAP data and unit pre-assessments in order to provide intervention, enrichment and targeted instruction. These groups will	classroom teachers, EL teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a

Not started

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	be flexible throughout the year based on student needs.					
8.	Create a system to reteach and reassess students who were not proficient on end of unit assessments.	classroom teachers, EL teachers, SpEd teachers, coaches, admin	Aug. 2025	Sept. 2025	Not started	n/a
9.	Admin will ensure that Bi-weekly CLTs will be held to unpack math standards, identify and understand student needs for each math small group, and strategies to address those needs	classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a
10.	Admin will ensure that staff utilize Zearn to support and reinforce learning with targeted lessons.	classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Sept. 2025	Not started	District Budget
11.	Admin will ensure that differentiated math centers are created and available for students to use either independently, with a	classroom teachers, EL teachers, SpEd	Sept. 2025	Sept. 2025	Not started	n/a

Not started

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	partner or in groups when not in a teacher-led small group.	teachers, coaches, admin				
12.	Admin will ensure that staff create common grade-level skill review practice to be sent home weekly to reinforce and practice skills currently being taught, and to spiral through previously taught skills.	Classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a
13.	Admin will ensure that staff continuously inform families throughout the school year of current topics being learned (ie: newsletters), and offer opportunities for parents to learn how math skills are being taught in class to support at home (ie: parent workshops)	Classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a
14.	Admin will ensure that staff participate in monthly vertical team meetings focusing on math alignment across grades	Classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a

Not started

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
15.	School Leaders will conduct routine informal and formal observations and provide timely feedback	admin, coaches	Sept. 2025	Jun. 2026	Not started	n/a
16.	Admin will ensure that all staff receive in-school professional development on the implementation and monitoring of the evidence-based intervention/strategy, and continue within CLTs	coaches, admin	Aug. 2025	Jun. 2026	Not started	n/a
17.	Admin will ensure that after-school math tutoring will be targeted to address students needing additional support in Number Sense and Computation, and Estimation	Classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	Yes- pending amount

Not started

Mathematics: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Sept. 2025	• FALL MAP math data • Initial math small groups based on the first unit pre/post-unit assessments	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

Not started

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]

Not started

Domain I: Academic Supports

Content Area:	Science

Problem Statement:	A significant number of students in grades 3-5 are not showing proficiency on district science benchmarks. During the 2024-2025 school year, the average score of 3-5 Fall and Spring benchmarks was 40%.	**Barrier(s):**	• Teachers understanding the importance of background knowledge and vocabulary so that students can access the curriculum • Fitting instructional content into the schedule consistently • Science content is not always being aligned or integrated across content areas. • Student reading proficiency levels can make accessing science content difficult
SMART Goal Statement:	Throughout the 2025-26 school year, 75% of all 3-5 students will show proficiency on division science benchmarks.		

Measures

Student Measure #1:	Division science Fall and Spring benchmark data	**Staff Measure #1:**	Classroom observations, walkthroughs, and formal evaluations
Student Measure #2:	End of unit science assessments	**Staff Measure #2:**	Quarterly, data meetings around student data.

Not started

Science: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
1	Create common grade-level skill review practice to be sent home weekly to reinforce and practice skills currently being taught, and to spiral through previously taught skills.	Classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a
2	Bi-weekly CLTs will be held to unpack science standards, identify and understand student needs for each science small group, and strategies to address those needs	classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Jun. 2026	Not started	n/a
3.	Use common end-of-unit assessments from ACPS curriculum	classroom teachers, EL teachers, SpEd teachers, coaches	Sept. 2025	Sept. 2025	Not started	n/a
4.	Review end-of-unit assessments during CLTs as a grade level team to determine grading, reflect on instructional practices, and brainstorm ideas for remediation	classroom teachers, EL teachers, SpEd teachers, coaches	Sept. 2025	Sept. 2025	Not started	n/a
5.	Implement GLAD strategies and Kagan Cooperative Learning structures to help	classroom teachers, EL	Sept. 2025	Jun. 2026	Not started	n/a

Not started

Science: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	support the learning of all students.	teachers, SpEd teachers, coaches, admin				
6.	Monthly vertical team meetings focusing on science alignment across grades	classroom teachers, EL teachers, SpEd teachers, coaches, admin	Oct. 2025	Jun. 2026	Not started	n/a
7.	Host annual STEM day to engage students in STEM explorations to increase engagement and motivation across students and staff.	STEM committee, classroom teachers, EL teachers, SpEd teachers, coaches, admin	Sept. 2025	Apr. 2026	Not started	~$1,000 for STEM Day materials
8.	School Leaders will conduct routine informal and formal observations and provide timely feedback	admin, coaches	Sept. 2025	Jun. 2026	Not started	n/a
9.	Teachers will continuously engage students through the 5E instructional model and conduct science investigations	classroom teachers, EL teachers, SpEd	Sept. 2025	Sept. 2025	Not started	n/a

Not started

Science: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
		teachers, coaches, admin				

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	• End of unit 1 assessment	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 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)**
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

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]

Not started

Not started

Domain IV: School Climate Supports

Problem Statement:

James K. Polk Elementary School has faced a significant challenge with chronic absenteeism in the aftermath of the COVID-19 pandemic. Last year, the school reported a concerning 16% rate of chronic absenteeism, a trend that has persisted into the current school year. Despite the implementation of a robust multi-tiered strategy designed to educate students, staff, and families about the importance of attendance and to incentivize school participation, the problem remains unresolved. The staff at Polk has identified barriers that continue to negatively affect overall attendance rates. Addressing these barriers is essential to improving student attendance and fostering a more conducive learning environment.

Barrier(s):

At James K. Polk Elementary School, we recognize that a number of challenges can affect our students' attendance. Here are some common barriers our families face:

1. Navigating the School System: Families new to James K. Polk may find it challenging to understand attendance expectations, and parents with limited literacy skills might struggle to engage with school communications effectively.

2. Understanding Attendance's Impact: There is often a lack of awareness among families about how critical regular attendance is to their child's academic progress, especially in a diverse community with varying perspectives on school policies.

By addressing these barriers together, we can enhance student attendance and create a more supportive learning environment at James K. Polk Elementary School. We are committed to working with our families to help every child succeed.

SMART Goal Statement:

By the end of the 2025-2026 school year, James K. Polk Elementary School is committed to a significant goal: reducing its chronic absenteeism rate from 16% (as recorded on May 9, 2025) to less than 12%. This is a crucial step towards ensuring every student's academic success.

Not started

Strategy

(Evidence-Based) Strategy Name:	At James K. Polk Elementary School, we used evidence-based strategies. We have reviewed in detail many of the recommendations from Attendance Works and the book Managing School Absenteeism at Multiple Tiers: An Evidence-Based and Practical Guide for Professionals.
	● **Home Visits:** The study mentioned in Attendance Works showed a significant improvement in attendance rates after home visits.
	● **Improving Truancy Notifications (with modifications for younger students):** Attendance Works reports that the core principle of clear and timely communication is vital for elementary schools too. This could involve:
	  ● **Parent-friendly communication:** Using accessible language and formats (e.g., phone calls, text messages, easy-to-understand letters).
	  ● **Early outreach:** Contacting families after a smaller number of absences to proactively address
		Description:	By the end of the 2025-2026 school year, James K. Polk Elementary School is committed to a significant goal: reducing its chronic absenteeism rate from 16% (as recorded on May 9, 2025) to less than 12%. This is a crucial step towards ensuring every student's academic success.
			
			It's important to note that the effectiveness of these strategies can be amplified when implemented in a multi-tiered system of support, where interventions are tailored to the specific needs of students and families, ranging from universal prevention efforts to intensive individualized support.

Not started

	potential issues before they escalate. ● **Positive framing:** Emphasizing the importance of attendance for learning and social-emotional development, rather than solely focusing on the negative consequences of absence. ● **Intervening through Influential Third Parties:** The idea of leveraging trusted relationships is key in elementary school.	
Tier of Evidence:	Tier I, II, and III	

Measures

Student Measure #1:	We will use Power BI data	**Staff Measure #1:**	Attendance committee reports
Student Measure #2:	Growth from one month to the next for students in danger of falling below the 90% attendance rate.	**Staff Measure #2:**	

Not started

School Climate: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
1	Monitor attendance data monthly to assess progress toward our goal and reward students with 100% attendance		Sept. 2025	Jun. 2026	Not started	
2	Implement robust support systems and resources to address the challenges contributing to absenteeism including the attendance committee, tier I interventions, and initiatives such as grade-level attendance pets, cheers, celebrations, and recognition for being on time		Sept. 2025	Jun. 2026	Not started	
3	Admin will encourage teachers to build strong relationships with students and families and to proactively communicate about attendance concerns.		Sept. 2025	Jun. 2026		
4	Admin will ensure school counselors and social workers will provide targeted support and connect families with resources.		Sept. 2025	Jun. 2026	Not started	
5	Admin will help support families by providing necessary school supplies or clothing to alleviate financial burdens on families.		Sept. 2025	Sept. 2025	Not started	
6	Admin will support the promotion of a positive school culture where attendance is		Sept. 2025	Sept. 2025	Not started	

Not started

School Climate: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	valued and celebrated among students.					

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	•	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	

Not started

School Climate: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Jun. 2026	•	•	

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)]