James K. Polk

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:

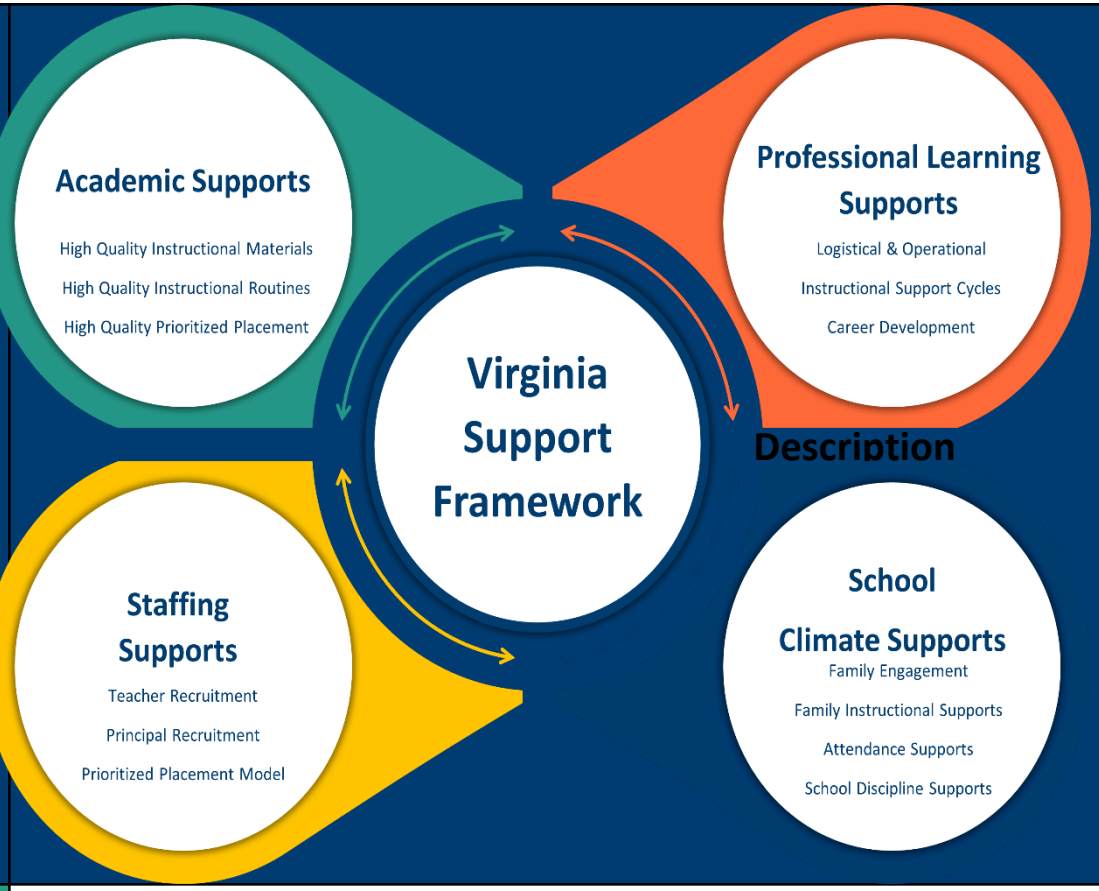
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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
	
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.

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.

The School Improvement Plan (SIP) team consists of the administrative team, classroom teachers, EL teachers, coaches, reading specialists, a special education teacher, and a school support team member. The SIP team has already met to conduct the portions of the needs assessment, including: developing problem statements, completing a root cause analysis, and drafting the CSIP. Specialists were consulted when choosing research-based strategies to include in the CSIP. The SIP team will meet at least twice over the summer and at least monthly during the 2024-2025 school year.

Domain I: Academic Supports	Content Area: Reading
Barrier(s): 1. Training needed to understand how to differentiate reading instruction based on students' needs determined by diagnostic assessments. 2. Some other measures impacting implementation and professional learning: time, competing priorities, and new staff (both grade level and special education teachers) 3. Training is needed to understand and effectively implement high-quality Tier I instruction through the use of Bookworms	
SMART Goal Statement: Students performing above the 50th percentile in achievement on the Fall Reading MAP assessment will meet or exceed Fall to Spring Projected Growth Goal on the MAP Reading assessments by Spring 2025. Students performing below the 50th percentile in achievement on the Fall Reading MAP assessment will meet or exceed the 65th percentile in growth. At least 75% of K-2nd grade students will fall in the low to moderate risk bands for the 2025 VALLSS.	
(Evidence-based) Strategy Name: Walpole Intervention Program, Orton-Gillingham (trained teachers only), Really Great Reading Small Group, Fundations (Special Education), Really Great Reading - Reading Playground, Lexia, Bookworms (Tier I) **Tier of Evidence:** Tier II	**Description:** Students who did not meet their projected growth goals (MAP Growth) from the 2023-2024 school year and students who are identified as being in the high risk band (VALLSS) will receive intensive reading intervention.
Student Measure #1: MAP Growth projected growth data, VALLSS risk band data	**Student Measure #2:** Reading progress monitoring data
Staff Measure #1: Classroom observation and walkthrough data	**Staff Measure #2:** Collaborative Team Meeting student data conversations

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)
Ignite Tutoring, EduTutor VA, Seesaw, and Book Buddies tutoring during the school day	10/2024	6/2025	Administration, Coaches, Teachers	Seesaw continued purchase
Extended Learning before and after school	10/2024	4/2025	Administration, Coaches, Teachers	State funds- payment for staff providing extended learning services
Teachers will use research based strategies (Bookworms and GLAD) to develop students'	8/2024	6/2025	Administration, Coaches, Specialists, Teachers	

knowledge of vocabulary and academic language				
VALLS interventionist will provide intervention for students in grades K-3 who are identified as being in the high risk band (VALLSS)	10/2024	6/2025	Administration, Coaches, Specialists	VALLSS State Money (EIRI)
Teachers will participate in school-wide professional development on Bookworms and GLAD strategies to ensure students receive Tier 1 instruction	8/2024	6/2025	Administration, Coaches, Specialists, Teachers	
A 4 week and 8 week progress monitoring cycle will be established for all "high risk" students in intervention based on VALLSS A 3 week and 6 week progress monitoring cycle will be established for all students receiving intervention	10/2024	6/2025	Administration, Coaches, Specialists, Teachers	
Provide real-world connections between the stories read during the reading block and Virginia Studies content	04/2025	04/2025	Teachers	Title I- Field trip to Jamestown- $7,000
Selected students will participate in an additional group reading remediation group after school one day a week.	02/2025	06/2025	Administrators	Snacks
Additional books will be purchased for students to support engagement and motivation in reading	05/2025	05/2025	Administration, Coaches, Specialists, Teachers	$15,000
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)**
August: Bookworms PD	**August: K-5** teachers are using Bookworms curriculum during Tier 1 literacy instruction.
September: ● BOY literacy assessment data was used to form small groups. ● Ignite tutoring began in first, third, fourth and fifth. ● Edututor tutoring began in third and fourth grade	**September:** ● Students are receiving targeted small group instruction using evidence based literacy instruction. ● Students are receiving one on one instruction using evidence based literacy instruction. ● Students are receiving targeted small group instruction using evidence based literacy instruction.
October: ● K-2 Bookworms PD modeling ELA curriculum ● Book Buddy tutoring began in first and second grade.	**October:** ● K-2 teachers implement differentiated strategies for effective teaching using bookworms ● First and second-grade students receive one one-on-one tutoring.
November: ● Small group progress monitoring data meetings	**November:** ● Teachers provide targeted small-group instruction based on progress monitoring data.
December: ● Discussed adding dictated sentences and reading decodable passages to small group intervention	**December:**
January: ● VALLSS Mid Year Data Review	**January:**
February: ● Small group progress monitoring data meetings	**February:**
March: ● Vertical Team meeting about phonics instruction in Kindergarten through 5th grade.	**March:**

April: ● VALLSS Boot Camp in kindergarten and VALLSS Prep Week in 1st and 2nd grades.	**April:**
May:	**May:**
June:	**June:**

Domain I: Academic Supports	Science
Barrier(s): Shift in planning expectations, gaps in students' science understandings	
SMART Goal Statement: At least 75% of 3rd-5th grade students will score in at least the "proficient" range for district-wide Science Curriculum Benchmark Tests. At least 75% of K-2nd will score a 3 or higher on their unit assessments.	
(Evidence-based) Strategy Name: 5 E Model for Planning and Instruction **Tier of Evidence:** Tier I	**Description:** Teachers will learn how to plan and teach using the 5 E Model (Engage, Explore, Explain, Elaborate, and Evaluate) for science instruction and then implement it in their classrooms.
Student Measure #1: Science Curriculum Benchmark Test data, Science unit assessment data	**Student Measure #2:** Projects that show students' mastery of material based on teacher-made rubrics
Staff Measure #1: Classroom observation and walkthrough data	**Staff Measure #2:** Collaborative Team Meeting student data conversations

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)
Introduce teachers to the 5 E (Engage, Explore, Evaluatuate, Elaborate, Explain) Model using slide show from Canvas resources to begin implementation immediately after	11/2024	01/2025	Coaches	
Teachers will use data driven instruction that is rigorous and relevant, includes engagement strategies, research-based instructional practices, science-focused field trips, as well as increases critical thinking and high-order thinking levels of students	8/2024	6/2025	Admin. Team, Coaches	
Science interactive notebooks in fourth and fifth grade that reinforce effective note taking for students and focus on vocabulary	2/2025	6/2025	Admin. Team, Coaches	Title I - Notebooks
Using SDBQ data, fifth and fourth grade science teachers select several strands that need most reinforcement based on SOL performance. Fifth	1/2025	4/2025	Fifth and fourth grade science teams, coaches	

grade teachers would share sample questions that reflect the typical questions regarding that strand during Vertical Team Meetings. Vertical Team Meetings will then focus on selected strands with vertical teams discussing ways to support mastery of those standards in each grade level and content area. Fifth and fourth grade teachers will meet during school hours to discuss the information they will share.				

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.

Erica Melli, Science Instructional Specialist, will help train teachers and team with the admin. team to support teachers.

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:	**August:**
September:	**September:**
October:	**October:**
November:	**November:**
December:	**December:**
January:	**January:**
February:	**February:**
March:	**March:**
April:	**April:**

May:	**May:**
June:	**June:**

Domain I: Academic Supports	Math
Barrier(s): 1. Training needed to understand how to differentiate math instruction based on students' needs determined by diagnostic assessments. 2. Some other measures impacting implementation and professional learning: time, competing priorities, and new staff (both grade level and special education teachers) 3. Training is needed to understand and effectively implement high-quality Tier I instruction through the use of enVision Mathematics	
SMART Goal Statement: Students performing above the 50th percentile in achievement on the Fall Math MAP assessment will meet or exceed Fall to Spring Projected Growth Goal on the MAP Math assessments by Spring 2025.	

Students performing below the 50th percentile in achievement on the Fall Math MAP assessment will meet or exceed the 65th percentile in growth. 80% of Kindergarten students will meet the Spring VKRP Benchmark. 80% of First Grade students will score a 75% or higher on unit post-tests	
(Evidence-based) Strategy Name: **Tier of Evidence:**	**Description:**
Student Measure #1: MAP Growth projected growth data, VKRP assessment, post-unit assessments	**Student Measure #2:** Pre and post-unit assessments, formative assessments
Staff Measure #1: Classroom observation and walkthrough data	**Staff Measure #2:** Collaborative Team Meeting student data conversations

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)
enVision Mathematics implementation/professional development	Aug 2024	June 2025	Admin. Team, Coaches, Julia Nuefer	
Zearn math tutoring for identified students before/after school	Nov 2024	June 2025	Admin. Team, Coaches	
Small group instruction based on identified needs from pre/post-assessments	Aug 2024	June 2025	Admin. Team, Coaches	
Utilize resources from ACPS Canvas to align to VA SOL content & increase rigor	Aug 2024	June 2025	Admin. Team, Coaches	
Continue subscription to IXL	Oct 2024	Oct 2025	Admin. Team, Coaches	

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)

Domain I: Academic Supports	Special Education

Barrier(s):
1. Training needed for general education teachers to understand how to differentiate reading instruction for students with disabilities based on students' needs determined by diagnostic assessments.
2. Some other measures impacting implementation and professional learning: time, competing priorities, and new staff (both grade level and special education teachers)
3. Training needed for special education teachers to understand how to increase students' decoding and comprehension abilities

SMART Goal Statement: Students performing above the 50th percentile in achievement on the Fall Math MAP assessment will meet or exceed Fall to Spring Projected Growth Goal on the MAP Reading assessments by Spring 2025.
Students performing below the 50th percentile in achievement on the Fall Math MAP assessment will meet or exceed the 85th percentile in growth.

(Evidence-based) Strategy Name: **Tier of Evidence:**	**Description:**
Student Measure #1:	**Student Measure #2:**
Staff Measure #1:	**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)

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

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

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)

August:	**August:**
September:	**September:**
October:	**October:**
November:	**November:**
December:	**December:**
January:	**January:**
February:	**February:**
March:	**March:**
April:	**April:**
May:	**May:**
June:	**June:**

Domain IV: School Climate Supports	
Barrier(s): Illness, family circumstances, traveling	
SMART Goal Statement: JKP's chronic absenteeism rate will decrease from 14% (as of May 9, 2024) to less than 10% by the end of the 2024-2025 school year.	
(Evidence-based) Strategy Name: Check & Connect Mentoring or family engagement through LEAP model- All in Virginia & PBIS Attendance Supports **Tier of Evidence:** Tier I, II, and III	**Description:** Teachers, SST, Admin. Team, Attendance Liaison, and Truancy Outreach Specialist will work together to educate all families on the importance of school attendance and will work together to support families whose students are at risk for having a chronically absent attendance rate.
Student Measure #1: Overall student attendance data	**Student Measure #2:** Growth from one month to the next for students in danger of falling below the 90% attendance rate.

Staff Measure #1: Survey before and after attendance professional learning	**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)**
The multidisciplinary attendance team will meet monthly to plan monitor chronic absenteeism data, including data trends, and plan Tier One Supports	08/24	06/25	Admin. Team, Attendance Liaison	
Monthly ParentSquare messages to all families regarding attendance	08/24	06/25	Admin. Team	
LEAP model family engagement for students with a history of chronic absenteeism	08/24	06/25	Admin. Team, Truancy Outreach Specialist	
Teacher contact at 3 consecutive days absent	09/24	06/25	Teachers, Attendance Liaison	
Attendance discussed at each Parent-Teacher conference	11/24	02/25	Teachers, Attendance Liaison	
Teacher professional development on attendance	08/24	09/25	Admin. Team, Truancy Outreach Specialist	
Host family engagement events throughout the year to help to build community	08/24	06/25	Admin. Team, Teachers, Family Liaison	
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
LEA will provide sample attendance team agendas, PowerBI access, monthly ParentSquare messages, Check & Connect implementation training & LEAP model training, script parent-teacher calls and conferences, teacher PD slides				
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: 5 Staff members were selected as LEAP facilitators and attended training for participation. Attendance team officially met for the first time (Agenda).			August: 10 students were selected to participate in the LEAP program and 2 students were assigned to a LEAP facilitator.	

September: LEAP facilitators conducted first home visit with selected families/participants to build rapport. Ms. Alvarez, Parent Liaison, held first parent coffee/talk regarding supporting positive attendance. Held schoolwide attendance challenge and had grade level celebrations at the end of the month for students with overall good attendance.	September: Attendance team continues to meet to get updates about LEAP program and analyze schoolwide attendance data.
October: LEAP facilitators continued to meet with families/students to support positive attendance. Held annual Heritage Night event on Oct 10, 2024. Teachers held first round of parent conferences and discussed attendance with parents/guardians.	October: Attendance team meeting on October 29th revealed that chronic absenteeism is near 19% and the reflection survey indicates that there are areas of improvement we can make towards strengthening overall attendance at our school.