

Virginia's Comprehensive School Improvement Plan

Virginia's comprehensive School Improvement plan (CSIP) integrates findings from Virginia's needs assessment to help guide schools as they prioritize work, predict and neutralize barriers, and catalyze transformative practices that will improve student outcomes. There are four sections to the comprehensive School Improvement plan, aligned to the Virginia Support Framework:

- Academic Supports
- Staffing Supports
- Professional Learning Supports
- School Climate Supports

High-quality plans support school leaders as they work to allocate human and fiscal resources, establish short- and long-term goals, monitor processes, and scale successes. Specifically, a high-quality plan is:

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

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

How to use the Virginia Comprehensive School Improvement Plan:

1. Review the Virginia Support Framework domains and the results of the Virginia Support Framework Needs Assessment.
2. Become familiar with the explanation and example of the Comprehensive School Improvement Plan template which includes a description and example for each item.
3. Complete the profile information, providing information on designations, School Quality Indicators, Levels, and/or federal identification. An overview of the internal and external stakeholder, including families, that have been engaged in the school improvement process should also be documented.
4. Use the results from the needs assessment to develop the plan for each domain and indicator, including **barriers** from a root-cause analysis **establishing SMART goals**, the **alignment to evidence and research-based strategies**, the **development and implementation of the plan**, and the artifacts to be regularly collected and analyzed for **progress monitoring**.

¹ In accordance with the Standards of Quality (SOQ) and Standards of Accreditation (SOA), all schools are to prepare a comprehensive, unified, long-range plan in conjunction with the division long-range comprehensive plan, and make it available to the public (SOQ, § 22.1-253.13:6.; SOA 8VAC20-131-390; 8VAC20-131-400). Under the Every Student Succeeds Act (ESSA), schools identified for comprehensive, targeted, and additional targeted support and improvement are required to develop plans based on a set criteria with state educational agency (SEA), local educational agency (LEA), and school approval (ESSA §1111(d)(1)(B); §1111(d)(2)(B)-(C))



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

Profile Information	
Division: Alexandria City Public Schools	School: John Adams Elementary School
Principal: Dr. Alicia Kingcade	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. John Adams' Instructional Leadership Team (ILT) comprises representatives from each department, as well as all instructional coaches and staff. The instructional coaches' team was involved in the CNA process for over one month, and feedback was gathered from the ILT. The CSIP initiatives were developed to include research and evidence-based strategies to improve academics in Math, Reading, Science, staffing, and school climate (chronic absenteeism rate). The ILT will monitor and evaluate the implementation of the CSIP action steps on a monthly basis. The CSIP is also shared with the PTA board and the families of JA students via Parent Square to seek additional community feedback. During quarterly update meetings, senior leadership also provides support related to the plan. We regularly collaborate with our School Improvement Liaison for support in improving our school.	

Domain I: Academic Supports

Content Area:

Reading

Problem Statement:

Assessment data from NWEA MAP and SOL Reading assessments, shows that students in grades second-fifth grade at John Adams struggle with reading comprehension, and academic tier 2/3 vocabulary, affecting their ability to comprehend and engage with texts.

Theory of Action:

Routinely using comprehension-building practices that directly address students' comprehension challenges paired with explicit instruction in these strategies improves reading comprehension, critical thinking, and academic performance. By consistently applying these practices, we can support students in making sense of complex texts and building vocabulary knowledge, ultimately driving their reading growth and helping us achieve our school's improvement objectives.

Barrier(s):

- Time in the instructional school day for ALL components Bookworms + Really Great Reading with fidelity
- Teacher unfamiliarity with Standards of Learning/ Misunderstanding of teaching curriculum vs. curricular resources
- Staffing + number of interventionists to match the number of reading plans
- Limited vocabulary knowledge (high population of English Language Learners)
- Transient population with students who have not attended John Adams and/or have moved often
- Large class sizes (especially in 4th grade)

SMART Goal Statement:

By June 2026, 80% of the students in grades 3-5 will score proficient or advanced on the Reading SOL.
80% of former or never ELL students in grades 2-5 will meet their projected RIT growth target (set by NWEA) from Fall 2025 to Spring 2026.
By May 2026, 80% of students in grades 2-5 at WIDA levels 3.0-4.0 will meet their growth expectations on MAP (set by

NWEA).

By May 2026, 80% of students in grades 3-5 at WIDA levels 1.0-2.9 will meet the WIDA ACCESS for ELLs Yearly Expected Growth Target (set by VDOE).

By May 2026, 80% or more of students in grades K-2 will score low risk or medium risk on the VALLSS assessment.

Strategy

**(Evidence-Based)
Strategy Name:**

WWC Recommendation 3- Teach students to decode words, analyze word parts, and write and recognize words. (K-2)

WWC Recommendation 3- Routinely use a set of comprehension-building practices to help students make sense of the text. (Grade 3-5)

Tier of Evidence:

Strong ▾

Description:

WWC Recommendation 3- Teach students to decode words, analyze word parts, and write and recognize words. (K-2)

Teach students to decode words, analyze word parts, and write and recognize words.

WWC Recommendation 3- Routinely use a set of comprehension-building practices to help students make sense of the text. (Grade 4-5)

Part A Build students world and word knowledge so they can make sense of the text

- Develop world knowledge that is relevant for making sense of the passage.
- Teach the meaning of a few words that are essential for understanding the passage.
- Teach students how to derive meanings of unknown words using context.
- Teach prefixes and suffixes to help students derive meanings of words.

Part B Provide students with opportunities to ask and answer questions to better understand the text they read

- Teach prefixes and suffixes to help students derive meanings of words.
- Provide ample opportunities for students to collaboratively answer questions.
- Teach students to ask questions about the text while reading.

Part C: Teach students a routine for determining the gist of a short section of text

- Model how to use a routine to generate gist statements.
- Teach students how to use text structures to generate gist statements.
- Work collaboratively with students to generate gist statements.

Part D: Teach students to monitor their comprehension as they read

- Help students determine when they do not understand the text.
- Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about.
- Provide opportunities for students to reflect on what they have learned.

Measures

Student Measure #1:

By the end of the year, 80% or more of students in grades K-2 will score low risk or medium risk on the VALLSS assessments.

Staff Measure #1:

Based on observational walkthrough data, 100% of teachers in grades 2-5 will demonstrate the routine use of comprehension building strategies which include building word and world knowledge, asking

Student Measure #2:

On each NWEA testing assessment, 100% of students in grades 2-5 will meet their projected RIT growth target (set by NWEA).

On the reading SOL assessment, 80% of students in grades 4-5 will show growth by moving to a higher achievement level.

and answering text related questions, using gist statements, and self-monitoring comprehension.

Staff Measure #2:

When engaged in a coaching experience, 100% of teachers will participate actively in collaborating with an instructional coach and will be observed immediately applying the feedback provided during the debriefing to future instructional planning and instructional delivery.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Provide ongoing professional development aimed at building the capacity of grade level team leads, instructional coaches, and administration to lead/facilitate effective PLCs.	Administration	Sept. 2025 ▾	May 2026 ▾	Not started ▾	Federal funds (\$5,000)
2	Provide opportunities for instructional coaches and teacher leaders to participate in conferences and professional development to build their professional knowledge about leadership topics, academic discourse, PLC facilitation, or content-based standards (i.e.,	Administration	Sept. 2025 ▾	Jan. 2026 ▾	Not started ▾	Federal and local funds (\$10,000)

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	Literacy). Create opportunities during school wide professional development for those staff members to engage staff in turn around training and provide ongoing professional learning.					
3	Improve the effectiveness of PLCs by more clearly defining protocols and goals. Schedule data analysis sessions according to the accountability testing calendar so analysis is prompt and quickly put into action. Follow a PLC structure that delineates opportunities for teachers to engage in learning and understanding the reading EBI, examine district provided curricular resources, participate in reading focused lesson planning and unpacking literacy standards, examine student work, and participate in reading data analysis + data focused decision making.	Administration Instructional Coaches	Sept. 2025 ▾	May 2026 ▾	Not started ▾	Federal and Local funds (\$5,000 for substitutes to conduct team planning days)
4	Strengthen co-teaching effectiveness to ensure EL teachers/ SPED teachers collaborate and pre-plan with classroom teachers to use high-impact strategies, evidence-based and research-based language development strategies, and	Administration EL Lead SPED Lead	Sept. 2025 ▾	May 2026 ▾	Not started ▾	Local funds (\$5,000 for resources and materials)

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	EL/SPED best practices on a daily basis with students in the co-teaching setting. • Ensure common planning time • Incorporate Plus/ Delta bimonthly • Include EL/Sped leads in the review					
5	Engage instructional staff in follow-up professional development related to the VDOE-required Virginia Literacy Act training from the previous year. Reinforce the concepts in the reading PLC to ensure staff learn them.	Literacy Coach School Improvement Coach	Sept. 2025 ▾	Nov. 2025 ▾	Not started ▾	Local funds(\$5,000 for resources and materials)
6	Realign the expectations for teacher PLPs to better align to the CSIP by specifically incorporating the EBIs in the strategies for meeting their student achievement goals,as well as align professional learning goals with staff measures specified in the CSIP. Admin will ensure alignment during three PLP reviews for each staff member throughout the year.	Administration	Oct. 2025 ▾	Jun. 2026 ▾	Not started ▾	N/A
7	Engage all instructional staff in coaching based on the needs reflected in the tiered model of support. This can include peer observations and coaching with mentors and the mentor coordinator.	Instructional Coaches	Oct. 2025 ▾	May 2026 ▾	Not started ▾	Local funds(\$5,000 for resources and materials)

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
8	Develop a tiered model of coaching support that will describe the specific needs of instructional staff.	Administration Instructional Coaches	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	N/A
9	Hold equity focused data meetings with all teachers to identify gaps in intervention access and barriers to student outcomes.	Administration Instructional Coaches	Sept. 2025 ▾	May 2026 ▾	Not started ▾	N/A

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 ▾	- Action Step 1: Professional Development Plan(include dates, topics, identified staff, effectiveness of the PD) - Action Step 2 (as needed): share conference attendance info and document share out at school-wide PD - Action Step 3: PLC schedule		

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	with topics, agendas, protocols, and clearly defined outcomes/goals. ● Action Step 4, Part A: Master Calendar with common planning times ● Action Step 4, Part B: -Plus/Delta survey completed by staff co-teaching (two times per month) -Schedule of PD plan for co-teaching ● Action Step 5: Schedule of VLA Follow-up PD ● Action Step 8: The tiered coaching plan. Create a criterion for each tier and the number of teachers or names in each tier ● Action Step 9: Schedule equity-focused data meetings for teachers with topics and protocols.		
Oct. 2025 ▾	● (monthly from here on out?) Action Step 6: Number and % of staff having first,	●	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	second, and third PLP meeting. Number and % of staff with PLP directly aligned to the CSIP and EBI. By the end of the year, 100% of relevant staff should have completed three PLP meetings.		
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
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]

Domain I: Academic Supports

Content Area:

Mathematics

Problem Statement:

K-5 students demonstrate limited proficiency in mathematical vocabulary and language, which hinders their ability to communicate mathematical reasoning effectively, interpret word problems, and engage in higher-order thinking tasks. This gap impacts their overall math achievement and contributes to difficulties in standardized assessments and classroom performance. The lack of explicit vocabulary instruction and consistent reinforcement of mathematical language usage during instruction determines the need for evidence-based interventions.

Barrier(s):

- Students are not being systematically taught the meaning and use of mathematical terms.
- Teachers may not consistently model or reinforce the use of precise mathematical language during instruction.
- Students may not be regularly engaged in structured discussions that require them to explain reasoning using correct mathematical terminology.
- A lack of vocabulary knowledge impacts students' ability to comprehend and solve word problems, which often use abstract or complex language.

SMART Goal Statement:

By June 2026, 75% of the students will be proficient in the Math SOL.
By June 2026, 60% of students with disabilities will meet their projected RIT growth target set by NWEA.
By June 2026, 80% of students in grades 2-5 are expected to meet their projected RIT growth target, as set by NWEA.

Strategy

(Evidence-Based) Strategy Name:

Mathematical Language [\(EBI #2\)](#)

Description:

Description: Incorporate teaching clear and concise mathematical language in tier 1 math instruction. Support students' use of the language to help students effectively

Tier of Evidence:

Strong ▾

communicate their understanding of mathematical concepts.

Theory of Action: The school team believes that integrating clear and concise mathematical language into Tier 1 instruction will help students better communicate their understanding of mathematical concepts. This improved communication is expected to lead to higher performance on MAP and SOL assessments, as measured by NWEA and VDOE data.

Measures

Student Measure #1:

- 75% or more of students in grades 3-5 will score proficient or advanced on each District Math Unit Assessment.
- At least 60% of students with disabilities (SWD) in grades 3-5 will demonstrate growth on each District Math Unit Assessment.

Staff Measure #1:

- Based on monthly walkthrough observational data, 100% of teachers in grades K-5 will be observed fully implementing mathematical language look fors
- Based on monthly walkthrough observational data, 100% of teachers (with SWD students) in grades K-5 will be observed fully implementing mathematical language look fors, the high-yield co-teaching model, and IEP accommodation tools (e.g., graphic organizers).

Student Measure #2:

- On each NWEA testing assessment, 80% of students in grades 2-5 will meet their projected RIT growth target, as set by NWEA.
- On each NWEA testing assessment, 60% of students with disabilities (SWD)

Staff Measure #2:

When engaged in a coaching experience, 100% of teachers will participate actively in collaborating with the instructional coach and intentionally applying the feedback provided during the debriefing in order to improve student engagement and/or student learning.

in grades 2-5 will meet their projected RIT growth target, as set by NWEA.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Ensure there is a weekly PLC session dedicated to math that allows opportunities for math-focused lesson planning, unpacking math curriculum standards, examining student work, professional learning, and participating in math data analysis and making data-driven decisions.	Math Instructional Coach	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	N/A
2	Align teachers' Professional Learning Plans (PLP) strategies with evidence-based intervention recommendations.	Administrators	Sept. 2025 ▾	Oct. 2025 ▾	Not started ▾	N/A
3.	Provide professional learning to new staff on building student academic vocabulary using concrete manipulatives, including the CRA method (modeling with manipulatives, representing with drawings, and writing concepts with words or numbers) to further	Math instructional coach	Sept. 2025 ▾	Dec. 2025 ▾	Not started ▾	Federal and local funds (\$5,000)

Mathematics: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	support math conceptual understanding and specific math vocabulary.					
4.	Integrate the EBI into daily teaching practices by using the Math walkthrough tool as a guide.	Math Coach	Sept. 2025 ▾	May 2026 ▾	Not started ▾	N/A
5.	Conduct math walkthroughs and use data from walkthroughs and professional development sessions to improve instructional outcomes for students in classrooms by reinforcing the importance of explicit instruction in mathematical language.	Math Coach Principal	Sept. 2025 ▾	May 2026 ▾	Not started ▾	Federal funds (\$5,000)
6.	Involve grade-level teams in data analysis discussions and protocols, facilitated by the math instructional coach, to identify trends and implement instructional strategies and interventions through Professional Learning Communities (PLCs).	Math Coach	Sept. 2025 ▾	May 2026 ▾	Not started ▾	N/A
7.	Develop a tiered model of coaching support that will describe the specific needs of instructional staff.	Instructional Coaches +	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	N/A

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
8.	Identify targeted, research-based interventions for Tier 2 and 3 students, and assign interventions to the students based on their needs.	Math Coach	Sept. 2025 ▾	May 2026 ▾	Not started ▾	N/A
9.	Implement consistent, targeted, and research-based interventions for Tier 2 and 3 students provided by qualified teachers in after school SOAR program for grades 3-5. Provide Zearn training for ALL math tutors. Teachers and math coach will monitor weekly and make adjustments as necessary.	Math Coach	Sept. 2025 ▾	May 2026 ▾	Not started ▾	Federal funds (\$10.000 tutoring services and resources)
10	Provide professional development, including modeling and support for teachers of inclusion classrooms on how to familiarize and practice IEP-specific math aids with identified students on assessments.	Math Coach	Sept. 2025 ▾	Oct. 2025 ▾	Not started ▾	Local funds (\$5,000)
11	Realign the expectations for teacher PLPs to better align to the CSIP by specifically incorporating the EBIs in the strategies for meeting their student achievement goals, as well as align professional learning goals with staff measures specified in the CSIP. Admin	Administrati on	Nov. 2025 ▾	May 2026 ▾	Not started ▾	N/A

Mathematics: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	will ensure alignment during three PLP reviews for each staff member throughout the year.					
13	Create a schedule to ensure that teachers participate in one coaching cycle per year.	Administration	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	N/A
14	Hold equity focused data meetings with all teachers to identify gaps in intervention access and barriers to student outcomes.	Administration Instructional Coaches	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	N/A

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 ▾	- Action Step 1: PLC schedule with topics, agendas, protocols, and clearly defined outcomes/goals. - Action Step 2: % of staff having first, second, and third PLP meeting. Number and % of staff with PLP		

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	directly aligned to the CSIP and EBI. By the end of the year, 100% of relevant staff should have completed three PLP meetings. ● Action Step 3: Professional Development Plan(include dates, topics, identified staff, effectiveness of the PD) ● Action Step 4: Data from EBI Walkthrough tool ● Action Step 5: Data from EBI Walkthrough tool and exit information from professional development for month of September ● Action Step 6: The “act” portion of the PDSA showing next steps of individual teachers based on class specific data ● Action Step 7: The tiered coaching plan ● Action Step 8: List of the available tier 2 and 3 interventions ● Action Step 10: Professional		

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Development Plan(include dates, topics, identified staff, effectiveness of the PD)		
Oct. 2025 ▾	- Action Step 8: List of students receiving tier 2 and 3 interventions + Progress monitoring of student interventions for the month of October.		
Nov. 2025 ▾			
Dec. 2025 ▾			
Jan. 2026 ▾			
Feb. 2026 ▾			
Mar. 2026 ▾			
Apr. 2026 ▾			
May 2026 ▾			
Jun. 2026 ▾			

Mathematics: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Domain I: Academic Supports

Content Area:

Science

Problem Statement:

Assessment data from District Science Benchmark Assessments and the fifth-grade SOL indicate that students in third, fourth, and fifth grades at John Adams Elementary School face significant challenges in acquiring in-depth science vocabulary. Additionally, students struggle to use the four language domains—listening, speaking, reading, and writing—to demonstrate a deep understanding of science content.

Theory of Action:

If we systematically teach academic science vocabulary words in depth, using multiple instructional activities and integrating all four language domains (listening, speaking, reading, and writing), students will better internalize the vocabulary necessary for understanding scientific concepts. This comprehensive approach will increase student vocabulary knowledge, support the development of language skills, foster deeper conceptual understandings, and increase academic achievement in science.

Barrier(s):

- Limited vocabulary knowledge (high population of English Language Learners)
- Reading comprehension and proficiency deficits that impact science learning
- Inconsistent instruction and/or instruction that is designed for memorization/short term success rather than deep conceptual understanding/long term success
- Transient population with students who have not attended John Adams and/or have moved often
- Time constraints

SMART Goal Statement:

By June 2026, 80% of the students will be proficient on the Grade 5 Science SOL.
On each quarterly benchmark science assessment, 80% of fourth and fifth grade students will score proficient or advanced.

Strategy

(Evidence-Based) Strategy Name:

WWC: Recommendation #1 - Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities

WWC: Recommendation #2 - Integrate Oral and Written English Language Instruction into Content-Area Teaching

Tier of Evidence:

Strong ▾

Description:

Recommendation #1 - Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities

- Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening)

Recommendation #2 - Integrate Oral and Written English Language Instruction into Content-Area Teaching

- Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content

Measures

Student Measure #1:

80% or more of students in 4th and 5th grade will score proficient or advanced on each quarterly Divisionwide Benchmark Assessment.

Staff Measure #1:

Based on bi-weekly walkthroughs, 100% of teachers 5th grade will be observed explicitly teaching academic vocabulary in science and engaging students in academic vocabulary discourse and/or independent/group activities .

Student Measure #2:

By Spring 2026, 80 % of 5th graders will score proficient or advanced on the Science SOL

Staff Measure #2:

When engaged in a coaching cycle, 100% of teachers will participate actively in collaborating with an instructional coach and will be observed immediately applying the feedback provided during the debriefing to future instructional planning and instructional delivery.

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Provide ongoing professional development aimed at building the capacity of grade level team leads, instructional coaches, and administration to lead/facilitate effective PLCs.	Administration	Sept. 2... ▾	Dec. 2025 ▾	Not started ▾	Federal and Local (\$5,000)
2	Provide opportunities for instructional coaches and teacher leaders to participate in conferences and professional development to build their professional knowledge about leadership topics, academic discourse, PLC facilitation, or content-based standards (i.e., Literacy). Create opportunities during school wide professional development for those staff members to engage staff in turn around training and provide ongoing professional	Administration	Sept. 2... ▾	Jan. 2026 ▾	Not started ▾	Federal and Local (\$10,000)

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	learning.					
3	Improve the effectiveness of PLCs by more clearly defining protocols and goals. Follow a PLC structure that delineates opportunities for teachers to engage in learning and understanding the science EBI, observe modeling, examine district-provided curricular resources, participate in science focused lesson planning and unpacking science standards, examine student work, and participate in reading data analysis + data focused decision making.	Administration Science Instructional Coach	Sept. 2... ▾	May 2026 ▾	Not started ▾	Federal (\$10,000 consultation, materials, or resources)
4	Engage all 3rd-5th-grade science instructional staff in a minimum of one science-focused coaching experience.	Science Instructional Coach	Oct. 2025 ▾	May 2026 ▾	Not started ▾	N/A
5	Provide opportunity for teachers to participate in vertical alignment around science instruction and science standards of learning. (Third to Fourth and Fourth to Fifth)	Administration Science Instructional Coach	Oct. 2025 ▾	Apr. 2026 ▾	Not started ▾	N/A
6	Hold equity focused data meetings with all teachers to identify gaps in intervention access and barriers to student outcomes.	Administration Instructional Coaches	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾	N/A

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
7	Develop a tiered model of coaching support that will describe the specific needs of instructional staff.	Administration Instructional Coaches	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾	N/A

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 ▾	- Action Step 1: Professional Development Plan(include dates, topics, identified staff, effectiveness of the PD) - Action Step 2 (as needed): share conference attendance info and document share out at school-wide PD - Action Step 3: PLC schedule with topics, agendas, protocols, and clearly defined outcomes/goals.		

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- Action Step 5: Schedule of dates/times of vertical alignment meetings - Action Step 6: Schedule of equity focused data meetings for teachers with topics and protocols. - Action Step 7: The tiered coaching plan		
Oct. 2025 ▾	Action Step 4: List of teachers in grades 3-5 assigned to each tier of tiered coaching plan		
Nov. 2025 ▾			
Dec. 2025 ▾			
Jan. 2026 ▾			
Feb. 2026 ▾			
Mar. 2026 ▾			
Apr. 2026 ▾			
May 2026 ▾			

Science: 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 ▾	•	•	

Science: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Domain II: Staffing Supports

Problem Statement:

Theory of Change:
If we recognize staff contributions, include them in decision making, provide regular feedback and intentionally provide team building activities, the staff will feel like they are a more valued member of the school community. Further investigations indicate that intentional efforts to recognize, include and support staff will foster a more inclusive, supportive and high-functioning school community.

Barrier(s):

- Lack of feeling of connection
- Size of school
- Too many initiatives

SMART Goal Statement:

By June 2026, increase the percentage of staff who report feeling like a valued member of the school community from 86% to at least **91%**, as measured by the annual Equity climate survey.

Strategy

(Evidence-Based) Strategy Name:

School climate improvement

Tier of Evidence:**Description:**

To support a positive and productive school environment, we are prioritizing efforts to improve staff morale. This includes fostering a culture of appreciation, collaboration, and professional support. Strategies will include regular recognition of staff contributions, regular feedback loops, creating opportunities for shared decision-making, and promoting team-building activities. Additionally, we will provide targeted professional development

aligned with staff needs and wellness initiatives to support work-life balance. By investing in staff well-being, we aim to increase job satisfaction, reduce burnout, and strengthen overall school climate, which in turn supports student achievement and retention of high-quality educators.

Measures

Student Measure #1:

Staff Measure #1:

Based on in-house climate survey data, the score is expected to increase by two percentage points after each administration.

Question: I feel like a valued part of the school community.

Scale: Strongly Agree, Agree, Neutral- No Opinion, Disagree, Strongly Disagree

Question 2: Why did you select the rating?

Student Measure #2:

Staff Measure #2:

Quarterly, 80% of teachers will participate in completing the staff surveys

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Provide opportunities for ILT to be included in decision making opportunities with initiatives that will impact the school during our ILT meetings.	Principal	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	N/A
2	Develop a form for staff to share success stories and personal achievements.	Sunshine committee lead	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	N/A
3	Create a bulletin board that shares and highlights our community partners	Community in Schools Coordinator	Sept. 2025 ▾	May 2026 ▾	Not started ▾	Local (\$500-materials)
4	Share positive stories through our social media platforms that highlight schoolwide achievements.	Social Media liaison	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	N/A
5.	Implement strategies monthly for regular staff appreciation and diversify the recognition of staff members across different departments(i.e., staff shout outs, birthday recognition, Edgar the Eagle, gift of time, etc).	Principal	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	Local (\$500-1,000)
6.	Establish a school culture and climate (Social) committee to help facilitate consistent school-wide/team relationship-building activities, including	Sunshine Committee lead	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	N/A

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	in-house and off-site opportunities monthly.					
7.	Gathering data about staff work conditions to inform future improvements by using these protocols consistently: start/stop/continue protocol, one-on-one interviews, surveys, and questionnaires with the administration team to receive regular feedback from staff quarterly.	Principal	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	N/A
8.	Conduct exit interviews for 100% of staff not returning for the 2026-2027 school year.	Administration Team	May 2026 ▾	Jun. 2026 ▾	Not started ▾	N/A
9.	Provide two collaborative professional learning days by offering grade-level teams opportunities during the school year for long-range planning with substitute coverage.	Assistant Principal	Oct. 2025 ▾	Mar. 2026 ▾	Not started ▾	Local (\$10,000-substitute coverage and meals)
10.	Provide one collaborative professional learning time to conduct vertical articulation meetings across grade levels.	Principal	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	N/A
11.	Develop and implement a program that monitors staff attendance, identifies	Administration Team	Oct. 2025 ▾	Jun. 2026 ▾	Not started ▾	N/A

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	patterns of chronic absenteeism, and provides targeted support as needed. This includes regular communication about the importance of attendance, confidential check-ins with staff facing challenges, and recognition for excellent attendance.					

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	• Action Step 1: List of non-negotiables • Action Steps 2 and 5: Google Form for staff success stories and shout-outs • Action Step 3: Bulletin Board • Action Step 4: Highlights from social media • Action Step 7: Protocols	•	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Oct. 2025 ▾	- Action Step 6: List of sunshine committee members - Action Step 9: Grade-level collaborative planning days schedule - Action Step 10: Deliverables, collaborative meeting agendas, and minutes - Action Step 11: Attendance plan for staff- %chronic absenteeism, # of staff needing support, list of support based on needs	•	
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
Jan. 2026 ▾	•	•	
Feb. 2026 ▾	•	•	
Mar. 2026 ▾	•	•	
Apr. 2026 ▾	•	•	
May 2026 ▾	• Action Step 8: Exit interview	•	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	questions and list of trends.		
Jun. 2026 ▾	•	•	

Staffing: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]

Domain III: Organizational Learning Supports

Problem Statement:

Barrier(s):

-

SMART Goal
Statement:

Strategy

(Evidence-Based)
Strategy Name:

Tier of Evidence:

Description:

Measures

Student Measure #1:

Staff Measure #1:

Student Measure #2:

Staff Measure #2:

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1			Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	
2			Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	•	•	
Oct. 2025 ▾	•	•	
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
Jan. 2026 ▾	•	•	
Feb. 2026 ▾	•	•	
Mar. 2026 ▾	•	•	
Apr. 2026 ▾	•	•	

Org. Learning: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
May 2026 ▾	•	•	
Jun. 2026 ▾	•	•	

Org. Learning: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]

Domain IV: School Climate Supports

Problem Statement:

Our school improvement team thought that if we promote the importance of classroom teachers and building staff reaching out to families when a student begins demonstrating patterns of absences or tardies and provide incentive programs for students to attend school daily, then we would see a decline in chronic absenteeism tendencies at the beginning and throughout the school year.

Barrier(s):

- Limited time in the instructional day to make connections to families
- Families not having resources or limited time to be engaged in the school
- Cultural differences and understanding of schooling in United States

SMART Goal Statement:

By June 2026, we will decrease the chronic absenteeism rate among all students at John Adams by 10% and 20% for our targeted Kindergarten population

Strategy

(Evidence-Based) Strategy Name:

LEAP
Teachers conduct home visits through the LEAP program.

Tier of Evidence: Book Study - [“The School Leaders’ Guide to Tackling Chronic Absenteeism book”](#)

Tier of Evidence:**Description:**

Engaging with families through home and connections initiative that will help them to understand the importance of attendance. Providing teachers with instructional materials and support to work with families that will improve attendance schoolwide. Ensuring that students connect with an adult to create a welcoming culture and safe and orderly environment.

Measures

Student Measure #1:

100% of all students at John Adams with chronic absenteeism have direct contact made to their families to enhance connections and educate in order to decrease absences.

Staff Measure #1:

By June 2026, after receiving professional learning in evidence and research-based strategies to improve attendance rates, teachers will demonstrate the application of strategies and make intentional home and school connections as measured by Parent Square post reports and families feedback using a common parent reflection and feedback form/tool.

Student Measure #2:

100% of Kindergarten students with chronic absenteeism have had direct exposure to an intervention provided by staff (parentsquare message, phone call, Home visit, etc)

Staff Measure #2:

By June 2026, teachers will apply evidence-based strategies to improve student attendance by intentionally engaging families through home-school communication. Teachers will reach out to families of students who are at risk of absenteeism (10-19% absenteeism) and document these outreach efforts on a google form. The goal is for 80% of teachers to complete and submit this form to track their outreach efforts by the end of the school year.

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Develop an attendance committee as part of our monthly committee meetings. Attendance will be a topic on PLC agendas pertaining to Kid Talk once per month to	Palmer/Guevara	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	N/A

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	ensure staff awareness and action to proactively address absences.					
2	The Attendance Committee will reach out each quarter to families whose students have an absence rate of 8–10% or higher.	Attendance committee leader	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	N/A
3	Develop Chronic Absenteeism Plan. Determine criteria for identifying students who are chronically absent for us to target.(i.e., Kindergarten) The staff will produce a document that list the specific strategies we will implement to improve the targeted group attendance on a monthly basis. - each family engagement event will include an attendance educational component - quarterly attendance reports to all students, recognizing good attendance and chronic absenteeism (they go with report cards)	Attendance Committee-Family Liaison	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	Federal (\$5,000)

4	Provide training to staff about their involvement with attendance and the importance of attendance. Enforce staff to document using the Teacher Attendance Intervention Form 25-26.	Assistant Principal	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	N/A
5	Provide training and support to Eagle Buddies so they understand how to effectively support the students' needs.	Social worker and assistant principal	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾	N/A
6	Assign the identified students to a meaningful adult(eagle buddy) to build their connection to the school. The assigned adult will meet with the student a minimum of 3 times a week. (criterion is to focus on student who has social emotional needs or absenteeism)	Communities in the schools coordinator	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	N/A

7	Engage students in extended learning experiences (e.g., Jamestown and science-themed field trips and STEAM or PBIS assemblies) to support content and academic/social-emotional learning and increase their involvement in school. The staff will develop these experiences that will engage students in learning more and wanting to come to school.	Principal	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	Federal funds (\$20,000- buses, event fees, materials)
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8	Provide parents with educational information, workshops and learning opportunities about chronic absenteeism, attendance, content and school engagement to build their knowledge and understanding about attendance and content. The staff will provide various ideas(parent coffees, workshops, Parent Square posts, conference, flyers, attendance meetings, and all family engagement events will have an educational piece regarding attendance) to teach parents about the importance of attendance	Attendance committee	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾	Federal (\$5,000-materials, food for PD)
9	Attendance Incentives: Recognize perfect attendance monthly by.....and rewarding students with perfect attendance with our quarterly AttenDance. Other incentives to improve student attendance include classroom of the month from each grade level, golden ticket days, weekly drawings for attendance prize for each grade level (Attendance bracelet?	Attendance committee	Jan. 2026 ▾	Jun. 2026 ▾	Not started ▾	Local (\$5,000)

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 ▾	• Action Step 1: List of attendance committee members, Kid Talk, PLC agendas, and the attendance committee agendas • Action Step 2: Quarterly Attendance Report Cards • Action Step3: Exit survey from attendance training, Teacher Attendance Intervention Form 25-26		
Oct. 2025 ▾	• Acton Step 3: Sign In sheets from family engagement night that include attendance, Exit Survey, criteria that identifies chronic absenteeism, report with the list of strategies • Action Step 5: Targeted training session resources for Eagle Buddies, List of 10-15 targeted students • Action Step 6- List of students and eagle buddies, schedule to track sessions	•	

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)
	Action Step 8- workshop resources, exit tickets, parent Square posts		
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
Jan. 2026 ▾	Action Step 9- list of students who have Perfect Attendance	•	
Feb. 2026 ▾	•	•	
Mar. 2026 ▾	•	•	
Apr. 2026 ▾	•	•	
May 2026 ▾	•	•	
Jun. 2026 ▾	•	•	

School Climate: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
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Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]