

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: Mount Vernon Community School
Principal: Jennifer Hamilton	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. A Comprehensive Needs Assessment was conducted in the Spring 2025 with the MVCS Instructional Council (team leaders, administrators, coaches, and interventionists) and in consultation key Central Office specialists to examine our areas of academic need and brainstorm evidence- and research-based strategies to address these needs. PTA members have participated in discussions around school climate and student and community engagement, how these factors impact academic achievement, and strategies for supporting both. The school-based team will be reviewing the CSIP and progress towards goals quarterly and will share updates with the community on a rolling basis.	

Domain I: Academic Supports

Content Area:

Reading/Biliteracy

Problem Statement:

MVCS students receiving Tier 2 and 3 interventions have a persistent or increasing achievement gap with students identified as Tier 1 in the area of biliteracy development.

Barrier(s):

- Training needed to ensure consistent and effective implementation of high-quality instructional materials, increase student engagement with these materials, and improve differentiation of instruction.
- Additional factors impacting implementation of instruction and professional learning: classroom management needs (i.e., pacing, routines, transitions, station/center design); time for professional learning; addition of new staff
- Literacy development gaps related to instructional practices, pandemic closures, and other internal and external factors that result in achievement gaps for currently and some formerly identified English learners/ELs, Students with Disabilities, Economically Disadvantaged students, and Black students.

SMART Goal Statement:

By June 2026, the percentage of students passing the VA Reading SOLs, the percentage of students identified as low or moderate-risk on the spring VALLS assessment, and the percentage of students meeting the 2nd and 5th grade STAMP reading and writing benchmarks, will increase by 5 points from baseline data:

2025 Reading SOL- 60%

2025 VALLSS- 77%

2025 2nd Grade STAMP- R-75%; Wr-54%

2025 5th Grade STAMP- R-71%; Wr-63%

Strategy

(Evidence-Based) Strategy Name: Tier of Evidence:	1) Develop students’ foundational literacy skills to support reading for understanding (Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade) 2) Develop students’ language, literacy, and comprehension skills in both of our program languages through implementation of integrated oral and written language instruction (What Works Clearinghouse Teaching Academic Content and Literacy to English Learners in Elementary and Middle School) 3) Engage in structured co-planning and implement high-yield co-teaching models in grades K-5 to support students’ language development and access to core curriculum resources and content (Collaboration: Working Together to Serve Multilingual Learners) Strong ▾	Description: 1) Providing intensive, effective, accessible instruction in foundational literacy skills, including phonemic awareness, phonological awareness, phonics, vocabulary, fluency, and comprehension (K-3), and targeted reading intervention for students for demonstrating a need for this support based on progress-monitoring data (K-5). 2) Implementation of school-wide, cross-curricular language, literacy, and comprehension-building practices (Project GLAD) that will align teaching practices to evidence-based instruction, improve engagement, and increase students’ comprehension of content and complex texts. 3) Collaborative co-planning focused on access to core content/texts, oral language development, written output, and co-teaching during key portions of the ELA block (RGR, BW Reading, IET) will improve literacy outcomes for all students, but especially ELs.
Measures		
Student Measure #1:	At least 65% of students in grades 3-5 students will demonstrate proficiency or meet growth benchmarks on division-wide biliteracy assessments each quarter.	Staff Measure #1: By June 2026, after participating in required division literacy professional learning in evidence-based literacy instruction and school-based professional learning in effective co-teaching, K-5 language arts teachers and

Student Measure #2:

At least 82% of students in grades K-2 will reach the moderate or low-risk categories in VALLSS by the end of the school year.

Staff Measure #2:

their EL and SPED co-teachers will demonstrate effective implementation of differentiated literacy best instructional practices using high-quality instructional materials at least 80% of the time as measured by a common literacy walk-through tool every 6-8 weeks.

By June 2026, after receiving professional learning in evidence-based literacy instruction, special education teachers, EL teachers, and reading specialists will demonstrate effective implementation of supplemental differentiated instruction at least 80% of the time based on students' skill and English language proficiency level as measured by a common literacy walk-through tool every 6-8 weeks.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Training and professional learning on core and supplemental intervention high-quality instructional materials for all staff provided in coordination with the division [i.e., Really Great Reading (RGR), BooksWorms, Benchmark Adelante, UFLI, Lexia, Walpole]	Principal, Assistant Principals, Division Specialists, Coaches	Sept. ... ▾	Mar. 2026 ▾	Not started ▾

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
2	Professional learning on evidence-based biliteracy instruction (fundamentals of DL, bridging/translanguaging), in collaboration with division specialists, via in-person trainings, and coaching cycles over the course of the school year	Principal, Assistant Principal, Division Specialists, Coaches	Sept. ... ▾	May 2026 ▾	Not started ▾
3	Initial training, individual support, and quarterly follow-up related to implementing high-yield co-teaching (i.e., parallel or alternative) structures in the 70:30 and 50:50 models to increase student access to ELA core content with differentiated support	Principal, Assistant Principal, Division Specialists, Coaches	Sept. ... ▾	Sept. 2025 ▾	Not started ▾
4	Initial training, individual support, and quarterly follow-up support related to implementing updated differentiated 3-5 ELA lesson planner that integrates oral language development, SOL-aligned instruction, written language tasks, high-yield co-teaching structures (i.e., parallel or alternative) and division-identified instructional materials	Principal, Assistant Principal, Division Specialists, Reading Spec., Teacher Leaders	Sept. ... ▾	Sept. 2025 ▾	Not started ▾
5	Initial training, individual support, and quarterly follow-up support for new staff related to evidence-based language and literacy strategies in collaboration with division GLAD specialist and MVCS GLAD trainer	Principal, Assistant Principals, Dual Language Coach, MVCS GLAD	Sept. ... ▾	May 2026 ▾	Not started ▾

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
		Trainer, Teacher Leaders			
6	Continue data-driven PLC structure including weekly ELA and SLA (biweekly in K-1) curriculum/content meetings, weekly ELA Lexia data meetings, and monthly progress-monitoring meetings	Principal, Assistant Principals, Reading Spec., Data Coach, Teachers	Sept. ... ▾	Jun. 2026 ▾	Not started ▾
7	Continue structured English literacy interventions including: Lexia (grades 1-5), RGR (grades K-3), UFLI (new for K-5), Walpole (K-5), and Ignite Tutoring during and after school	Principal, Assistant Principals, Reading Specialist, Dual Language Coach, Tutoring Coordinator, Tutors	Sept. ... ▾	May 2026 ▾	Not started ▾
8	Continue classroom walk-throughs on a 6-8 week rotation to observe implementation of SLA and ELA literacy programs, co-teaching, and evidence-based literacy instructional practices, and provide feedback to staff.	Principal, Assistant Principals, Division Specialists, Reading Spec., Dual Language Coach	Sept. ... ▾	Apr. 2026 ▾	Not started ▾

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	PLC agendas, presentations, attendance sheets	•	
Oct. 2025 ▾	PLC agendas, presentations walk-through data	•	
Nov. 2025 ▾	PLC agendas, presentations walk-through data	•	
Dec. 2025 ▾	PLC agendas, presentations	•	
Jan. 2026 ▾	PLC agendas, presentations walk-through data	•	
Feb. 2026 ▾	PLC agendas, presentations walk-through data	•	
Mar. 2026 ▾	PLC agendas, presentations walk-through data	•	
Apr. 2026 ▾	PLC agendas, presentations walk-through data	•	
May 2026 ▾	PLC agendas, presentations	•	
Jun. 2026 ▾	PLC agendas, presentations	•	

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:

Many students leave K-2 without solid number sense skills; this impacts student ability to learn and master grade-level standards in 3-5.

Barrier(s):

- Training needed to ensure consistent and effective implementation of high-quality instructional materials, increase student engagement with these materials, and improve differentiation of instruction so that students master the early numeracy skills in K-2 that enable them to access more complex math content in grades 3-5.
- Additional factors impacting implementation of instruction and professional learning: classroom management needs (i.e., pacing, routines, transitions, station/center design); time for professional learning; addition of new staff
- Early numeracy development gaps related to instructional practices, pandemic closures, and other internal and external factors that result in achievement gaps for currently and some formerly identified English learners, Students with Disabilities, Economically Disadvantaged students, and Black students.

SMART Goal Statement:

By June 2026, the percentage of students passing the VA Math SOLs and the percentage of students meeting identified K-2 power standard benchmarks will increase by 5 points from baseline data:
2025 Math SOL- 60% K-2 Power Standards- (varies- see internal data document)

Strategy

(Evidence-Based) Strategy Name:	1) Develop students' early numeracy skills to demonstrate mastery of specific number sense skills and concepts in grades K-2, including: Kindergarten- Counting to 100 by 1s and 10s; compare numbers up to 30 by 5s and 10s using greater than/less than/same as or equal to; model and solve single-step contextual problems using 10 or fewer concrete objects. 1st Grade- Counting to 120 by 1s, 5s, 10s; count up to at least 30 by 2s; compare numbers up to 120 using greater than/less than/equal to; order three sets containing up to 120 objects in order from least to greatest and greatest to least; represent and name halves and fourths of a whole; write an equation that could be used to represent the solution to an oral written or picture problem. 2nd Grade- Counting to 200 by 1s, 5s, 10s, 25s; count to at least 50 by 2s; compare two whole numbers up to 999 using greater than/less than/equal to or symbols; order three whole numbers up to 999 in order from least to greatest and greatest to least; represent, name, and write fractional parts of a whole for halves, fourths, eighths, thirds, sixths; compare unit fractions for halves, fourths, eighths, thirds, and sixths using greater than/less than/equal to and symbols with models; determine the missing number in an equation through modeling and justification with addition and subtraction up to 20. (What	Description:	1) Providing intensive, effective instruction in early numeracy skills, including number and number sense and computation and estimation, and targeted math intervention for students demonstrating a need in these areas, based on progress-monitoring data (K-2). 2) Providing intensive, effective instruction in mathematical problem-solving skills, including the Concrete-Representational-Abstract (CRA) approach and metacognitive strategies, and targeted math intervention for students demonstrating a need in these areas, based on progress-monitoring data (3-5).
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[Works Clearinghouse Teaching Math to Young Children Practice Guide](#))

- 2) Develop students' mathematical problem-solving skills by explicitly teaching problem-solving strategies including the use of concrete and visual representations and metacognitive strategies (monitoring and reflecting on problem-solving process). ([What Works Clearinghouse Teaching Mathematical Problem-Solving in Grades 4-8](#))

Tier of Evidence:

Strong ▾

Measures

Student Measure #1:

At least 65% of students will demonstrate proficiency or meet internal growth benchmarks on division-wide and school-based assessments each quarter (i.e., move from below basic to basic or from basic to proficient on MAP; meeting counting benchmarks in K-2 or increase score by at least 25%).

Staff Measure #1:

By June 2026, after participating in required division math professional learning in guided math, CRA, and targeted math intervention, K-5 math teachers will demonstrate effective implementation of strategies and best instructional practices using high-quality instructional materials 75% of the time as measured bimonthly by a common math walk-through tool every 6-8 weeks.

Student Measure #2:

At least 65% of students identified for math tutoring based on Spring SOL and/or Fall MAP data will demonstrate growth on the SOLs by

Staff Measure #2:

By June 2026, after receiving professional learning in targeted math intervention, general education teachers, special education teachers, math coaches, and math tutors will demonstrate effective implementation of

the end of the year (i.e., move from below basic to basic or from basic to proficient).

supplemental differentiated math instruction at least 80% of the time based on students' skill level as measured by a common math walk-through tool every 6-8 weeks.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Training and professional learning on core and supplemental intervention high-quality instructional materials for all staff provided in coordination with the division and internal staff (i.e., enVision, Zearn Math, Counting Collections, Number Worlds, Hands to Mind, Hands-on Standards)	Principal, Assistant Principals, Division Specialists	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
2	Professional learning on guided math instruction and CRA, in collaboration with division math specialist, via in-person trainings and coaching cycles over the course of the school year	Principal, Assistant Principal, Division Math Specialists, Math Coach, Teacher Leaders	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
3	Initial training, individual support, and quarterly follow-up support related to math problem-solving strategies, in collaboration with division math specialists, to include:	Principal, Assistant Principal,	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	- Lesson planning for using the Concrete-Representational-Abstract framework for whole and small group instruction - Implementing Counting Collections in grades K-2	Division Math Specialists, Math Coach, Teacher Leaders			
4	Training in assessment and progress-monitoring tools for priority math standards in grades K-2	Principal, Assistant Principal, Math Coach, Data Coach	Sept. 2... ▾	May 2026 ▾	Not started ▾
5	Continue data-driven PLC structure including weekly curriculum/content meetings and monthly progress-monitoring meetings to ensure alignment of instruction to standards	Principal, Assistant Principal, Math Coach, Data Coach, Teachers	Sept. 2... ▾	May 2026 ▾	Not started ▾
4	Continue structured after-school math intervention using Zearn Math and day-time Flex Fridays remediation using structured lesson plans for internally identified K-5 power standards	Principal, Assistant Principal, Math Coach, Data Coach, Teacher Leaders, Tutors	Sept. 2... ▾	May 2026 ▾	Not started ▾
5	Continue classroom walk-throughs on a 6-8 week rotation to observe implementation of new math program and	Principal, Assistant Principal, Math	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	evidence-based math instructional practices and provide feedback to staff	Coach, Data Coach			

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 ▾	PLC agendas, presentations, attendance sheets		
Oct. 2025 ▾	PLC agendas, presentations walk-through data		
Nov. 2025 ▾	PLC agendas, presentations walk-through data		
Dec. 2025 ▾	PLC agendas, presentations		
Jan. 2026 ▾	PLC agendas, presentations walk-through data		
Feb. 2026 ▾	PLC agendas, presentations walk-through data		

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Mar. 2026 ▾	PLC agendas, presentations walk-through data	•	
Apr. 2026 ▾	PLC agendas, presentations walk-through data	•	
May 2026 ▾	PLC agendas, presentations	•	
Jun. 2026 ▾	PLC agendas, presentations	•	

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:

Students have experience with the scientific process starting in Kindergarten, however, student sub-groups are not demonstrating this knowledge on the standardized assessments; better integrated vocabulary and literacy development instruction is necessary for students to fully access standardized assessments.

Barrier(s):

- Training needed to ensure consistent and effective implementation of the 5E model of inquiry-based instruction, increase student engagement with science content, and improve differentiation of instruction.
- Additional factors impacting implementation of instruction and professional learning: students' reading levels and ability to engage with complex language and literacy tasks; classroom management needs (i.e., pacing, routines, transitions, station/center design); time for professional learning; addition of new staff
- Data continue to demonstrate persistent achievement gaps for currently and some formerly identified English learners, students with disabilities, Economically Disadvantaged students, and Black students.

SMART Goal Statement:

By June 2026, the percentage of students passing the VA Science SOL will increase by at least 5 points (baseline- 60%).

Strategy

(Evidence-Based) Strategy Name:

- 1) Develop students' ability to scientifically reason and apply these skills and scientific knowledge to new

Description:

- 1) Providing intensive, effective instruction in VA's core science competencies (scientific and engineering practices; force, motion, energy;

Tier of Evidence:	contexts by following an inquiry-based model of science instruction (A Framework for K-12 Science Education Practices, Crosscutting Concepts, and Core Ideas) 2) Develop students' language, literacy, and comprehension skills in both of our program languages through implementation of integrated oral and written language instruction (What Works Clearinghouse Teaching Academic Content and Literacy to English Learners in Elementary and Middle School) Strong ▾	matter; living systems and processes; earth and space systems; earth resources) through the 5E model (Engage, Explore, Explain, Elaborate, Evaluate) of inquiry-based science instruction. 2) Implementation of school-wide, cross-curricular language, literacy, and comprehension-building practices (GLAD) that will align teaching practices to evidence-based instruction, improve engagement, and increase students' comprehension of content and complex texts.
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Measures			
Student Measure #1:	At least 65% of students in grades 3-5 will demonstrate proficiency/meet benchmarks on division-wide science assessments.	Staff Measure #1:	By June 2026, after participating in required division science professional learning in inquiry-based science instruction and the 5E model, K-5 science teachers will demonstrate effective implementation of science best instructional practices using high-quality instructional materials 80% of the time as measured by a common science walk-through tool every 6-8 weeks.
Student Measure #2:	At least 65% of students in grades K-2 will demonstrate proficiency on district science	Staff Measure #2:	By June 2026, after receiving professional learning in integrated language and literacy development strategies, K-5 science teachers and designated co-teachers will

performance tasks as measured by district rubrics.

demonstrate effective implementation of identified strategies as measured by a common supplemental literacy walk-through tool every 6-8 weeks.

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Training and professional learning on core high-quality instructional materials for all staff provided in coordination with the division (i.e., Exploring Science All Around Us, Discovery Science, Mystery Science)	Principal, Assistant Principals, Division Science Specialist	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
2	Professional learning on the 5E model of science instruction, in collaboration with the division science specialist, via Canvas, in-person trainings, and coaching cycles over the course of the school year	Principal, Assistant Principals, Division Science Specialist, Science Coach	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
3	Initial training, individual support, and quarterly follow-up support for new staff related to evidence-based language and literacy strategies in collaboration with division GLAD specialist and MVCS GLAD trainer.	Principal, Assistant Principals, Dual Language Coach, GLAD	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
		trainer, Teacher Leaders			
4	Continue data-driven PLC structure including weekly curriculum/content meetings and monthly progress-monitoring meetings	Principal, Assistant Principals, Intervention/ Data Coach, Division Sci. Sp., Teachers	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
5	Continue classroom walk-throughs on a 6-8 week rotation to observe implementation of evidence-based science instructional practices/integrated language and literacy development practices and to provide feedback to staff.	Principal, Assistant Principals, Division Science Specialist	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	PLC agendas, presentations, attendance sheets		

Science: 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 ▾	PLC agendas, presentations, walk-through data	•	
Nov. 2025 ▾	PLC agendas, presentations, walk-through data	•	
Dec. 2025 ▾	PLC agendas, presentations	•	
Jan. 2026 ▾	PLC agendas, presentations, walk-through data	•	
Feb. 2026 ▾	PLC agendas, presentations, walk-through data	•	
Mar. 2026 ▾	PLC agendas, presentations, walk-through data	•	
Apr. 2026 ▾	PLC agendas, presentations, walk-through data	•	
May 2026 ▾	PLC agendas, presentations	•	
Jun. 2026 ▾	PLC agendas, presentations	•	

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:

In the midst of a national teacher shortage, hiring highly qualified, bilingual staff is a unique challenge; creative recruitment practices, effective mentoring and training, and supporting staff through alternative pathways to licensure will help MVCS remain fully staffed, although retention may be impacted by evolving regulations and policies around the employment of international teachers.

Barrier(s):

- As a dual language school, 73% of classroom teachers must be bilingual (Spanish and English) to support the program model. This presents a challenging hiring profile in the midst of the national teacher shortage.
- Alternative licensure candidates require additional support and training to successfully fulfill their teaching role, which requires time and resources.
- International hires who are approved to work in the US on exchange or a special work visa require additional support and training and have other fees associated with their hire, which limits hiring options based on available funds.
- Changes in the political climate, including temporary pauses on international teacher exchanges, have created further challenges with hiring bilingual teachers.

SMART Goal Statement:

By June 2026, MVCS will retain at least 90% of teaching staff for the 26-27 school year.

Strategy

(Evidence-Based) Strategy Name:

Targeted professional learning and new teacher mentoring support
(<https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/teacher-attrition.pdf>)

Description:

Teachers are more likely to remain at a school when they feel supported and successful; targeted professional development will be provided to support our new staff members in acclimating to teaching in US schools and

Tier of Evidence: Strong

adopting instructional practices necessary for successful DL classrooms.

Measures

Student Measure #1:

At least 90% of students will be actively engaged in instructional strategies teachers have learned in PD sessions, including GLAD, Kagan, guided math, hands-on learning (5E Model), CRA, and small group, differentiated instruction, during bimonthly classroom walk-throughs.

Staff Measure #1:

At least 90% of teachers will be observed implementing 2 of the following strategies during their math, literacy, science, or social studies blocks during content walk-throughs on a 6-8 week schedule:
Turn and Talk
Numbered Heads Together
Various GLAD Strategies
High-yield co-teaching structures (alternative, parallel, stations)

Student Measure #2:

During bimonthly math and literacy walk-throughs, at least 90% of students will participate in differentiated instructional activities during small group rotations, including at least one teacher-directed center (more if specialists are co-teaching).

Staff Measure #2:

90% of math and literacy instructional blocks will be observed to include differentiated instructional centers, including at least one teacher-led center using district-provided resources/materials (more if specialists are co-teaching) and 2-3 independent centers to include a Chromebook-based center using an approved program (i.e., Lexia, Imagine Math) during content walk-throughs on a 6-8 week schedule.

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Training and professional learning on core high-quality instructional materials for all staff provided in coordination with the division (i.e., Exploring Science All Around Us, Discovery Science, Mystery Science, enVision, Hands2Mind, BookWorms, Really Great Reading, Imagine Math).	Principal, Assistant Principals, Division Specialists	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
2	Initial training, individual coaching support, and quarterly follow-up related to Guided Language Acquisition Design (GLAD).	Principal, Assistant Principals, Division Specialist, MVCS GLAD Coach, Teacher Leaders	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
3	Initial training, individual coaching support, and quarterly follow-up support related to adopted ACPS instructional models, including guided math, small group, differentiated instruction, and the 5E model for science.	Principal, Assistant Principals, MVCS Instructional Coaches, Teacher Leaders	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
4	Continue data-driven PLC structure including weekly curriculum/content meetings and monthly progress-monitoring meetings	Principal, Assistant Principals, Coaches, Teachers	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	PLC agendas, presentations		
Oct. 2025 ▾	PLC agendas, presentations, walk-through data		
Nov. 2025 ▾	PLC agendas, presentations, walk-through data		
Dec. 2025 ▾	PLC agendas, presentations		
Jan. 2026 ▾	PLC agendas, presentations, walk-through data		
Feb. 2026 ▾	PLC agendas, presentations,		

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	walk-through data		
Mar. 2026 ▾	PLC agendas, presentations, walk-through data	•	
Apr. 2026 ▾	PLC agendas, presentations, walk-through data	•	
May 2026 ▾	PLC agendas, presentations	•	
Jun. 2026 ▾	PLC agendas, presentations	•	

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):

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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
1			Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
2			Sept. 2... ▾	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:

There are clear disparities in our attendance data with over-representation of Hispanic and Black students, as well as EL students; student attendance directly impacts students' academic growth and achievement; if we want students to learn, they must be in school.

Barrier(s):

- Training and resources needed to adopt, train staff in, and implement Tier 2 attendance interventions to support student and family engagement.
- Additional factors impacting student attendance: access to healthcare, access to childcare, the collective understanding of evolving attendance policies, current political climate and its impact on our community
- Data continue to demonstrate persistent attendance concerns for students in K-1, EL students, SWD, and Black students.

SMART Goal Statement:

By June 2026, the percentage of students identified as chronically absent from baseline data will reduce to less than 10%.

Strategy

(Evidence-Based) Strategy Name:

- 1) Continue to build school-family partnerships through personalized communication and implementation of home visits ([The LEAP Effect: Taking a System Approach to Improving Attendance and Engagement](#))
- 2) Continue to build student engagement through implementation of attendance incentives and mentoring/afterschool

Description:

- 1) Continuing the successful strategy of live, daily attendance calls K-5 with the addition of home visits focusing primarily on families in grades K-2 through the newly ACPS-adopted LEAP Program
- 2) Increasing culturally responsive and inclusive after-school programming options to establish positive mentoring relationships with school staff and increase school attendance motivation for students in grades 3-5

Tier of Evidence:	programming (Making the Case: How Good Afterschool Programs Improve School-day Attendance)	
	Strong	

Measures

Student Measure #1:

90% of students will be absent from school at a rate of less than 10% quarterly.

Staff Measure #1:

Staff will maintain and share a regular family communication log that notes at least one pro-active, positive, reciprocated communication with families in the first month of school followed by at least one additional communication quarterly.

Student Measure #2:

Returning students who were chronically absent in SY24-25 will reduce their absences by at least 25%.

Staff Measure #2:

Staff providing Tier 2 and Tier 3 attendance support will maintain and share a family contact/intervention log for identified families beginning at 5 absences and demonstrating increasing levels of support and intervention thereafter.

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Training and professional learning on Tier 2 attendance interventions for all participating staff provided in coordination with the division (i.e., LEAP)	Principal, Assistant Principals, Office of Student Services	Sept. 2... ▾	Oct. 2025 ▾	Not started ▾
2	Training and professional learning on effective Tier 1 family communication strategies and communication logs, in collaboration with family liaison, FACE, and Student Services	Principal, Assistant Principals, Attendance Team, Teacher Leaders	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
3	Provide a training refresher and continue daily, live attendance phone class by attendance team beginning the first week of school	Principal, Assistant Principals, Social Worker, Attendance Team	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
4	Collaborate with PTA to provide need-based scholarships for after-school programming in SY25-26, including: Soccer for All, Girls on the Run, Ballet Folklorico, Chess Club, Afterschool Tutoring, Teatro Mount Vernon, and others as funding allows	Principal, Family Liaison, Social Worker, Tutoring Coordinator, Tutors, Club Sponsors	Sept. 2... ▾	May 2026 ▾	Not started ▾

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
5	Continue robust PBIS programming aimed at increasing student engagement and recognition	Principal, Assistant Principals, PBIS Committee, Social Worker, Teacher Leaders	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	Attendance team agendas, presentations, attendance call logs		
Oct. 2025 ▾	Attendance team agendas, data-tracking sheets, presentations, attendance call logs		
Nov. 2025 ▾	Attendance team agendas, data-tracking sheets, attendance call logs sheets		

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)
Dec. 2025 ▾	Attendance team agendas, data-tracking sheets, attendance call logs		
Jan. 2026 ▾	Attendance team agendas, data-tracking sheets, attendance call logs		
Feb. 2026 ▾	Attendance team agendas, data-tracking sheets, attendance call logs		
Mar. 2026 ▾	Attendance team agendas, data-tracking sheets, attendance call logs		
Apr. 2026 ▾	Attendance team agendas, data-tracking sheets, attendance call logs		
May 2026 ▾	Attendance team agendas, data-tracking sheets, attendance call logs		
Jun. 2026 ▾	Attendance team agendas, data-tracking sheets, attendance call logs		

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)]