

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.

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: 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 2024 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 participated in discussion 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: Biliteracy
Barrier(s): 1. Training needed to ensure consistent and effective implementation of high-quality instructional materials, increase student engagement with these materials, and improve differentiation of instruction. 2. 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 3. 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, Students with Disabilities, and Black students.		
SMART Goal Statement: By June 2025, we will increase the percentage of students passing the VA Reading SOL through a traditional pass from baseline data to 75%.		
1. (Evidence-based) Strategy Name: Develop students' foundational literacy skills to support reading for understanding Tier of Evidence: Strong (Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade) 2. (Evidence-based) Strategy Name: Develop students' language, literacy, and comprehension skills in both of our program languages through implementation of integrated oral and written language instruction. Tier of Evidence: Strong (What Works Clearinghouse Teaching Academic Content and Literacy to English Learners in Elementary and Middle School)	Description: 1. Providing intensive, effective 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 (listed in action steps) that will align teaching practices to evidence-based instruction, improve engagement, and increase students' comprehension of content and complex texts.	
Student Measure #1: 75% of students will demonstrate proficiency or meet growth benchmarks on division-wide biliteracy assessments each quarter.	Student Measure #2: 75% of students identified based on fall VALLSS data to continue to test will demonstrate growth on the VALLSS by the end of the year.	
Staff Measure #1: By June 2025, after participating in required state/division literacy professional learning in evidence-based literacy instruction, K-5 language arts 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 literacy walk-through tool.	Staff Measure #2: By June 2025, 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 based on students' skill and English language proficiency level as measured bimonthly by a common literacy walk-through tool.	

Action Plan			
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring
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., BooksWorms, Benchmark Adelante, and Lexia, Walpole, ISME Orton-Gillingham, Wilson)	8/14/24	6/5/25	Principal, Assistant Principals, Division Literacy Specialist, Division Dual Language Coordinator, Division SPED Specialists
2. Professional learning on evidence-based literacy instruction, in collaboration with division literacy specialists, via Canvas, in-person trainings, and coaching cycles over the course of the school year	8/14/24	6/5/25	Principal, Assistant Principal, Division Literacy Specialist
3. Training in the Virginia Language & Literacy Screening System (VALLSS) for all assessors	8/14/24	9/13/24	Lead Reading Specialist, Assistant Principals
4. Initial training, individual support, and quarterly follow-up support related to evidence-based language and literacy strategies in collaboration with division GLAD and EL specialists, to include: Input Charts → Learning Logs	8/13/24	6/5/25	Principal, Assistant Principals, Reading Specialist, Dual Language Coach

• Cooperative Strip Paragraphs → Small Group and Individual Paragraphs • Expert Text Groups (annotation, close reading) → Graphic Organizers (inference-making) • Summarizing main idea and details through student-created Big Books • Talk, Read, Talk, Write			
5. Continue data-driven PLC structure including weekly curriculum/content meetings, weekly Lexia data meetings, and monthly progress-monitoring meetings	8/13/24	6/5/25	Principal, Assistant Principals, Intervention/Data Coach, Reading Specialist
6. Continue structured literacy interventions including: Lexia (grades 1-5), Walpole and OG interventions during and after school, and Ignite Tutoring	9/30/24	5/30/25	Principal, Assistant Principals, Reading Specialist, Dual Language Coach, Tutoring Coordinator
7. Continue classroom walk-throughs on a 4-6 week rotation to observe implementation of new literacy programs and evidence-based literacy instructional practices and provide feedback to staff.	9/23/24	5/30/25	Principal, Assistant Principals, Reading Specialist, Dual Language Coach
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.			
ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.			

The division will provide support through adoption of high-quality instructional materials, coordinating ongoing trainings, implementation of evidence-based literacy instruction, and providing opportunities for networking across buildings with observations of expected practices for principals and teachers. The division will use principal meetings to model strategies and visit other buildings. Assigned division staff will support the school through participating in walkthroughs, giving feedback, and meeting with the school-based teams during PLC meetings.

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

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

Barrier(s):

1. 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.
2. 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
3. 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, and Black students.

SMART Goal Statement: By June 2025, we will increase the percentage of students Passing the VA Math SOL through a traditional pass from baseline data to 70%.

1. (Evidence-based) Strategy Name: 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.

Tier of Evidence: Moderate ([What Works Clearinghouse Teaching Math to Young Children Practice Guide](#))

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).

2. (Evidence-based) Strategy Name: 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). Tier of Evidence: Strong (What Works Clearinghouse Teaching Mathematical Problem-Solving in Grades 4-8)			
Student Measure #1: 70% of students will demonstrate proficiency/meet growth benchmarks on division-wide and school-based assessments each quarter.		Student Measure #2: 70% of students identified for math tutoring based on spring SOL, fall VGA, and/or fall MAP data will demonstrate growth on the SOLs by the end of the year.	
Staff Measure #1: By June 2025, after participating in required division math professional learning in guided math and targeted math intervention, K-5 math teachers will demonstrate effective implementation of strategies and best instructional practices using high-quality instructional materials 70% of the time as measured bimonthly by a common math walk-through tool.		Staff Measure #2: By June 2025, after receiving professional learning in targeted math intervention, special education teachers, EL co-teachers, math coaches, and teacher tutors will demonstrate effective implementation of supplemental differentiated math instruction based on students’ skill level as measured bimonthly by a common math walk-through tool.	
Action Plan			
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring
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., enVision, Zearn Math, Number Worlds, Hands to Mind, Hands-on Standards)	8/14/24	6/5/25	Principal, Assistant Principals, Division Math Specialist, Division SPED Specialists
2. Professional learning on guided math instruction, in collaboration with division	8/14/24	6/5/25	Principal, Assistant Principal, Division Math Specialists, Math Coach

Domain I: Academic Supports		Science
Barrier(s): 1. 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. 2. 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 3. Data continue to demonstrate persistent achievement gaps for currently and some formerly identified English learners, students with disabilities, and Black students.		
SMART Goal Statement: By June 2025, we will increase the percentage of students Passing the VA Science SOL through a traditional pass from baseline data of 61% (raw)/65% (adjusted) to 70%.		
1. (Evidence-based) Strategy Name: Develop students' ability to scientifically reason and apply these skills and scientific knowledge to new contexts by following an inquiry-based model of science instruction Tier of Evidence: Strong (A Framework for K-12 Science Education Practices, Crosscutting Concepts, and Core Ideas) 2. (Evidence-based) Strategy Name: Develop students' language, literacy, and comprehension skills in both of our program languages through implementation of integrated oral and written language instruction. Tier of Evidence: Strong (What Works Clearinghouse Teaching Academic Content and Literacy to English Learners in Elementary and Middle School)		Description: 1. Providing intensive, effective instruction in VA's core science competencies (scientific and engineering practices; force, motion, energy; 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 (listed in action steps) that will align teaching practices to evidence-based instruction, improve engagement, and increase students' comprehension of content and complex texts.
Student Measure #1: 70% of students in grades 3-5 will demonstrate proficiency/meet benchmarks on division-wide science assessments.		Student Measure #2: 70% of students in grades K-2 will demonstrate proficiency on district science performance tasks as measured by district rubrics.
Staff Measure #1: By June 2025, 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 70% of the time as measured monthly by a common science walk-through tool.		Staff Measure #2: By June 2025, after receiving professional learning in integrated language and literacy development strategies, K-5 science teachers and designated co-teachers will demonstrate effective implementation of identified strategies as measured monthly by a common supplemental literacy walk-through tool.

Action Plan			
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring
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)	8/14/24	6/5/25	Principal, Assistant Principals, Division Science Specialist
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	6/12/24	6/5/25	Principal, Assistant Principals, Division Science Specialist, Science Coach
3. Initial training, individual support, and quarterly follow-up support related to evidence-based language and literacy strategies in collaboration with division GLAD and EL specialists, to include: • Input Charts → Learning Logs • Expert Text Groups (annotation, close reading) → Graphic Organizers (inference-making) • Cooperative Strip Paragraphs → Small Group and Individual Paragraphs	8/13/24	6/5/25	Principal, Assistant Principals, Coaches

Summarizing main idea and details through student-created Big Books			
4. Continue data-driven PLC structure including weekly curriculum/content meetings and monthly progress-monitoring meetings	8/13/24	6/5/25	Principal, Assistant Principals, Intervention/Data Coach, Science Coach
5. Continue classroom walk-throughs on a 4-6 week rotation to observe implementation of evidence-based science instructional practices and provide feedback to staff.	9/23/24	5/30/25	Principal, Assistant Principals, Science Specialist, Science Coach
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.			
ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed. The division will provide support through adoption of high-quality instructional materials, coordinating ongoing trainings, implementation of evidence-based science instruction, and providing opportunities for networking across buildings with observations of expected practices for principals and teachers. The division will use principal meetings to model strategies and visit other buildings. Assigned division staff will support the school through participating in walkthroughs, giving feedback, and meeting with the school-based teams during PLC meetings.			
<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)	

Domain II: Staffing Supports

Barrier(s):

1. 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.
2. Alternative licensure candidates require additional support and training to successfully fulfill their teaching role, which requires time and resources.
3. 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.

SMART Goal Statement: By June 2025, MVCS will retain at least 90% of teaching staff for the 25-26 school year.

(Evidence-based) Strategy Name: Targeted Professional Learning

Tier of Evidence: Strong

<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 adopting instructional practices necessary for successful DL classrooms.

Student Measure #1: At least 80% 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), and small group, differentiated instruction, during bimonthly classroom walk-throughs.

Student Measure #2: During bimonthly math and literacy walk-throughs, at least 80% 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 #1: At least 90% of teachers will be observed implementing 2 of the following strategies during their math, literacy, science, or social studies blocks:

Turn and Talk (GLAD)

Numbered Heads Together (GLAD)

Quarterly GLAD-focused strategies described below

High-yield co-teaching structures (alternative, parallel, stations)

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 (Lexia, Dreambox, or Reflex).

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
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).	8/14/24	6/5/25	Principal, Assistant Principals, Division Content Specialists
2) Initial training, individual coaching support, and quarterly follow-up related to Guided Language Acquisition Design (GLAD).	11/5/24	6/5/25	Principal, Assistant Principals, GLAD Specialist and training team, MVCS Instructional Coaches
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.	8/14/24	6/5/25	Principal, Assistant Principals, MVCS Instructional Coaches
4) Continue data-driven PLC structure including weekly curriculum/content meetings and monthly progress-monitoring meetings	8/13/24	6/5/25	Principal, Assistant Principals, Intervention/Data Coach, Instructional 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.

The division will provide support through adoption of high-quality instructional materials, coordinating ongoing trainings, implementation of evidence-based instructional practices, and providing opportunities for networking across buildings with observations of expected practices for principals and teachers. The division will use principal meetings to model strategies and visit other buildings. Assigned division staff will support the school through participating in walkthroughs, giving feedback, and meeting with the school-based teams during PLC meetings.

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

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

Domain III: Professional Learning Supports

Barrier(s):

SMART Goal Statement:

(Evidence-based) Strategy Name:
Tier of Evidence: Choose an Item

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
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)	

Domain IV: School Climate Supports
Barrier(s): 1. Training and resources needed to adopt, train staff in, and implement Tier 2 attendance interventions to support student and family engagement.

- 2. Additional factors impacting student attendance:** access to healthcare, access to childcare, collective understanding of evolving post-pandemic policies on illness and attendance
- 3. Data continue to demonstrate persistent attendance concerns for students in K-1, EL students, SWD, and Black students.**

SMART Goal Statement: By June 2025, we will decrease the percentage of students identified as chronically absent from baseline data of 13% to under 10%.

1. (Evidence-based) Strategy Name: Continue to build school-family partnerships through personalized communication and implementation of home visits

Tier of Evidence: High ([The LEAP Effect: Taking a System Approach to Improving Attendance and Engagement](#))

2. (Evidence-based) Strategy Name: Continue to build student engagement through implementation of attendance incentives and mentoring/afterschool programming

Tier of Evidence: High ([Making the Case: How Good Afterschool Programs Improve School-day Attendance](#))

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

Student Measure #1: 90% of students will be absent from school at a rate of less than 10% quarterly.

Student Measure #2: Returning students who were chronically absent in SY23-24 will reduce their absences by at least 25%.

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.

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.

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
1. Training and professional learning on Tier 2 attendance interventions for all participating staff provided in coordination with the division (i.e., LEAP)	7/1/24	6/5/25	Principal, Assistant Principals, Office of Student Services

2. Training and professional learning on effective Tier 1 family communication strategies and communication logs, in collaboration with family liaison, FACE, and Student Services	8/13/24	6/5/25	Principal, Assistant Principals, Family Liaison, Social Worker
3. Provide a training refresher and continue daily, live attendance phone class by attendance team beginning the first week of school	8/19/24	6/5/25	Principal, Assistant Principals, Social Worker
4. Collaborate with PTA on after-school programming for SY4-25 to begin in the fall, tentatively including: Soccer for All, Girls on the Run, Let Me Run, Afterschool Tutoring, and Teatro Mount Vernon	9/9/24	5/1/25	Principal, Family Liaison, Social Worker, Tutoring Coordinator
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.			
ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed. The division will provide support through adoption of high-quality programs, coordinating ongoing trainings, implementation of evidence-based attendance intervention, and providing opportunities for networking across buildings with observations of expected practices for principals and teachers. The division will use principal meetings to model strategies and visit other buildings. Assigned division staff will support the school through participating in walkthroughs, giving feedback, and meeting with the school-based teams during PLC meetings.			
<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)	

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