

Naomi L. Brooks Elementary School - 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:

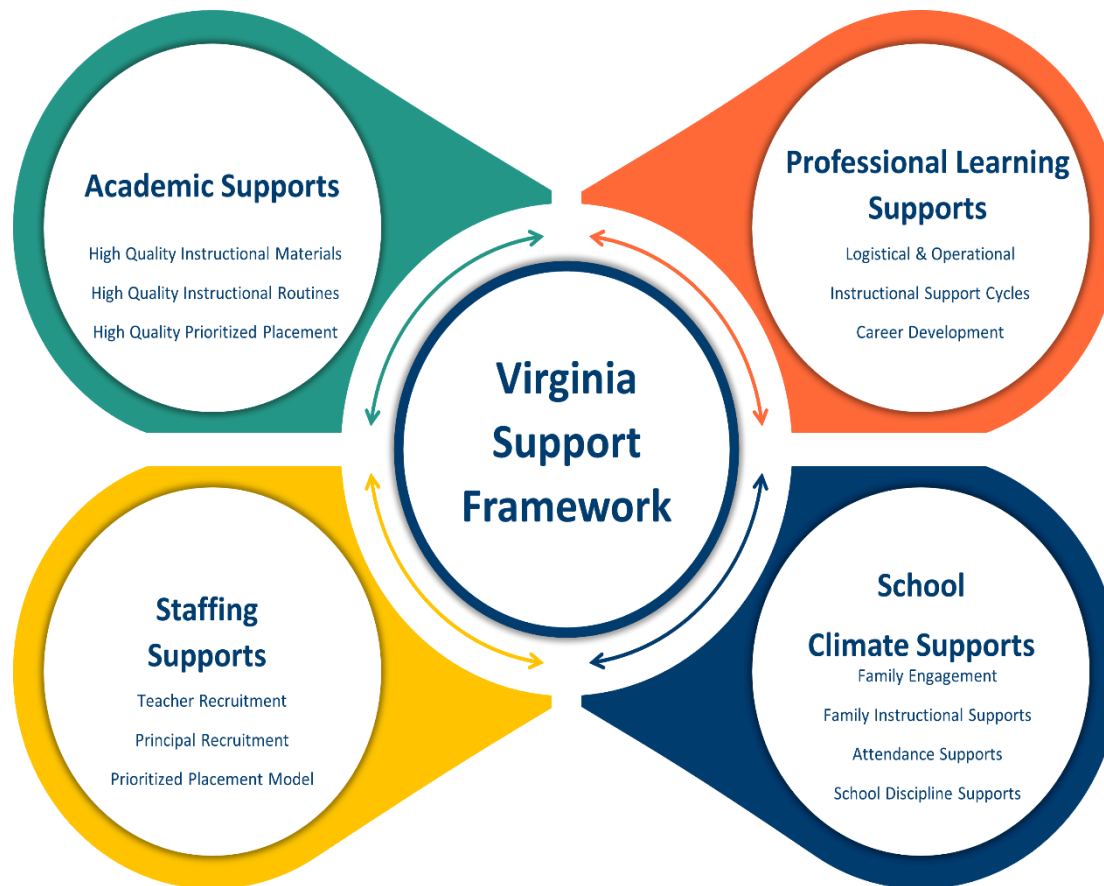
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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 (ACPS)	School: Naomi L. Brooks Elementary School (NLB)
Principal: Suzanne M. Hess	Designations (if applicable): Targeted Support and Improvement (TSI)
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.	

April 2024: During our bi-weekly Instructional Council Meeting, information was shared regarding the difference between academic review and federal identification. We discussed the application process and reviewed the evidence-based interventions on the Institute for Education Sciences' (IES's) What Works Clearinghouse website.

April-May 2024: The data, literacy, and math coaches along with administrators collaborated on creating the School Improvement Grant (SIG) application.

April-May 2024: The school improvement team will meet to work on the Comprehensive Needs Analysis (CNA) by using a questioning protocol to assess trends.

June 2024: NLB staff will meet to review all school data and sub groups, share our updated CNA and develop new research base strategies for the 2024-2025 school year.

August 2024: Staff Data reflection Professional Development (PD) with School Improvement Team.

August 2024: School Improvement Team Meeting - Team members had the opportunity to ask questions and provide feedback. Reflected on end of year data. Revised school improvement plan as needed.

October 2024-June 2025: During Instructional Council Meetings, the instructional coaches will review feedback from grade level teams using the guiding questions form for selecting EBIs to adjust evidence based interventions as needed.

October 2024-June 2025: During the Monthly Large Leadership team meetings, the Improvement team will solicit input and share data updates and discuss any possible revisions needed.

November 2024-June 2025: Grade level Professional Learning Community (PLC) meetings (one each for science, reading and math) will continue to meet weekly with coaches to look at student data, plan/develop lessons and interventions to meet student needs in addition to reviewing intervention data and student groupings.

November 2024-June 2025: Grade Level Quarterly Data meetings will take place to discuss individual student data, adjust intervention plans.

Fall 2024 (TBD): During the Parent Teacher Association (PTA) Meeting, the principal will review TSI school status and our initial TSI SIG School Application.

External stakeholders will be kept abreast of ongoing school improvement efforts through CSIP monitoring meetings, Instructional Walkthroughs, Quarterly Monitoring Meetings, and PTA Meetings.

Domain I: Academic Supports	Content Area: English Language Arts (ELA)
Barrier(s): ● High-Quality Instruction: Inconsistent or ineffective instructional practices can hinder student progress in ELA. This involves a lack of alignment with curriculum standards, insufficient differentiation to meet diverse student needs, or ineffective teaching strategies. ● Data-Informed Culture: Without a culture that values data analysis, it's challenging to identify areas for improvement or track progress effectively. The school needs to consistently leverage student data to inform instructional decisions, target interventions, and measure outcomes in ELA. ● Professional Development: Teachers require ongoing support and training to enhance their instructional practices in ELA. This involves a lack of opportunities for professional development, limited resources for training, or insufficient focus on evidence based intervention strategies.	
SMART Goal Statement: ~~By June 2023-2025, NLB will reduce the number of students scoring below the 40% percentile (VALLS-identified) in grades K-3 by 15%.~~ By June 2025, NLB will accelerate foundational literacy skill development as evidenced by a 15% reduction in the number of black students and students with disabilities flagged as High-Risk from the Fall-Spring administration of the Virginia Assessment of Literacy Skills Screener (VALLSS). Updated 9/23/24 By June 2023-2025, NLB will increase the VA Reading Standards of Learning (SOL) pass rates for students with disabilities to 75%. 2024 SOL Baseline data: 3rd grade 83%; 4th grade 45%; 5th grade 75%; overall 64% By June 2023-2025, NLB will increase the VA Reading SOL pass rates for black students to 75%. 2024 SOL Baseline data: 3rd grade 92%; 4th grade 62%; 5th grade 36%; overall 64% By June 2023-2025, NLB will increase the VA Reading SOL pass rates for economically disadvantaged students to 75%. 2024 baseline data: 3rd grade 21%; 4th grade 27%; 5th grade 35%; overall 67%	
(Evidence-based) Strategy Name: K-3: Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade ● Teach students to decode words, analyze word parts, and write and recognize words. Tier of Evidence: Strong ~~(Evidence-based) Strategy Name: K-3: Improving Reading Comprehension in Kindergarten Through 3rd Grade~~ ~~● Teach students how to use reading comprehension strategies~~ ~~Tier of Evidence: Promising~~	Description: Evidence-based strategies for increasing students' fluency and comprehension are critical for students' improved reading achievement. Students will increase their ability to fluently and accurately access grade-level texts as teachers support them in repeated re-readings of connected texts every day. This will take place during: ● Grades K-1: Reading of decodable texts at the end of Core Reading Block; processing of decodable passages in Walpole small group lessons in Intervention, Enrichment, and Targeted Instruction (IET) Block.

(Evidence-based) Strategy Name: 4-9 Providing Reading Interventions for Students in Grades 4-9 ● ~~Routinely use a set of comprehension-building practices to help students make sense of the text.~~ ● Provide purposeful fluency-building activities to help students read effortlessly. Tier of Evidence: <u>Strong</u>	○ Student Progress Monitoring Measure: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Nonsense Word Fluency (NWF) ○ Staff Measure: GrK-1 Core Reading Block Implementation Observation Tool ● Grades 2-5: Bookworms Shared Reading routines to support at least three repeated readings of key text (i.e. choral read, partner read, finding evidence for group discussion & written response); processing of decodable passages in Walpole small group lessons and repeated readings of authentic texts during IET block. ○ Student Progress Monitoring Measure: DIBELS Oral Reading Fluency (ORF) ○ Staff Measure: Core Reading Block Implementation Observation Tool As students fluently access grade-level texts, their comprehension will be supported by routinely using a set of comprehension-building strategies to make sense of the text. This will be prioritized during: ● GrK-1: ELA-Writing Block Interactive Readalouds ● Gr2-5: ELA-Writing Block Interactive Readalouds; Core Reading Block Comprehension Modeling Think-Aloud; IET Block Fluency and Comprehension (FAC) & Vocabulary and Comprehension (VAC) Small Groups ○ Student Progress Monitoring Measure: Measures of Academic Progress (MAP) Growth Reading ○ Staff Progress Monitoring: ELA-Writing Block Interactive Read-aloud Implementation Observation Tool; IET Block Implementation Observation Tool; IET Block Lesson Plan Review
Student Measure #1: Fluency By June 2025, 75% of students will meet DIBELS aim line of projected growth in ongoing progress monitoring data collection (Tier II & III: Monthly; Tier 1: Quarterly). AIM Lines: ● Gr1-2: Nonsense Word Fluency ● Gr1-5: Oral Reading Fluency ● Gr3-5: Maze	Student Measure #2: Comprehension By June 2025, 75% of Black, Special Education, and economically disadvantaged students will meet or exceed their projected growth goals on MAP Growth Reading in Grades 2-5. ● Students achieving at the 50%ile or higher will meet or exceed growth projections ● Students achieving less than the 50%ile will grow >=65%ile by Spring 2025.

	**Feedback was to specify the amount of growth as a benchmark for improvement in the Black and Students with Disabilities subgroups.
Staff Measure #1: By June 2025, staff will have received professional learning, time for quarterly unit mapping, and time for ongoing PLC time to support students' reading fluency. ~~in the Core Reading Block and IET Block.~~ In self-reflection, peer observations, and administrator walkthroughs, 95% of teachers will increase 1-2 levels in Quality Rankings on Implementation Observation Tools. - Core Reading Block Implementation Observation Tool (3-5) - Core Reading Block Implementation Observation Tool (K-2)	Staff Measure #2: By June 2025, staff will have received professional learning, time for quarterly unit mapping, and time for ongoing PLC planning to support students' reading comprehension. ~~in the ELA Writing Block and IET Block.~~ In self-reflection, peer observations, and administrator walkthroughs, 95% of teachers will increase 1-2 levels in Quality Rankings on Implementation Observation Tools. - ELA-Writing Block Interactive Readaloud Implementation Observation Tool - IET Block Implementation Observation 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. Onboard all new and returning teachers of literacy in evidence-based routines for all components of daily literacy instruction and set goals for practice in the coming year	August 2024	August 2024	Literacy Instructional Coaches Elementary Literacy Specialist
2. Grade-level PLCs and instructional coaches collaborate on scheduling breakdown for all components of daily literacy instruction (Map the Minutes Protocol)	August 2024	September 2024	Literacy Instructional Coaches Data Instructional Coach
3. Grade-level PLCs and instructional coaches engage in summer curriculum mapping of Literacy Year Overview and Quarter 1 big ideas, key benchmarks, and guiding anchor charts	August 2024	October 2024	Grade Level Teachers Literacy Instructional Coaches Data Instructional Coach

4. Train all staff in administration of key student progress monitoring measures, DIBELS NWF, ORF & Maze, to include the use of DIBELS mClass	August 2024	August 2024	Literacy Instructional Coaches Elementary Literacy Specialist
5. Facilitate quarterly Unit Mapping throughout the year to outline pacing and big ideas, key benchmarks, and guiding anchor charts for upcoming units	October 2024	May 2025	Grade Level Teachers Literacy Instructional Coaches Data Instructional Coach
6. Conduct monthly student progress monitoring data collection, analysis and review on key fluency progress monitoring measures: DIBELS NWF, ORF, & Maze; conduct quarterly review of student comprehension data on MAP Growth Reading	October 2024	May 2025	Literacy Instructional Coaches Data Instructional Coach Grade Level Teachers & Students
7. Provide and monitor targeted school-based professional learning sessions on the evidence base for CSIP focus areas (reading connected text with fluency & accuracy and routinely using a small set of comprehension strategies) and link to practice in classrooms	August 2024	May 2025	Literacy Instructional Coaches Administration
8. Collaborate in grade level PLCs to specially design Bookworms Core Reading instruction for the specific needs of students with disabilities and Black students in individual classrooms (i.e. utilizing Bookworms Adapted for Coteachers Tool for selecting key passages for repeated readings, targeted comprehension strategies, culturally responsive engagement activators, etc.)	August 2024	May 2025	Literacy Instructional Coaches

9. Collaborate in grade level PLCs to specially design Bookworms ELA-Writing Block Reading instruction for the specific needs of Black, Special Education, and economically disadvantaged students in individual classrooms (i.e. identifying key comprehension stopping points to support shared “Respond Together”)	August 2024	May 2025	Literacy Instructional Coaches
10. Collaborate in grade level PLCs to specially design IET Block instruction for the specific needs of Black, Special Education, and economically disadvantaged students in individual classrooms (i.e. utilizing IET Block Lesson Planning Tool to plan instruction with culturally sustaining texts)	August 2024	May 2025	Literacy Instructional Coaches
12. Facilitate teacher self-reflection, peer observation, and administrator walkthroughs to provide feedback on targeted evidence-based strategies of fluency & comprehension	August 2024	May 2025	Administration Literacy Instructional Coaches
13. Continue the reading pilot program “Naomi L. Brooks’ Closing the Gap: Specialized Instruction Reading Pilot” in which there is an increase of special education services for an applicable group of students with review of Individualized Education Plan (IEP) and goals of Reading Instruction in the special education setting to receive the following interventions:	August 2024	May 2025	Executive Director of Specialized Instruction Administration Specialized Instruction Instructional Specialist Special Education Case Managers

• Orton-Gillingham (OG) - develop and strengthen students' decoding and encoding skills • Bookworms Intensive - access to grade level text for exposure and comprehension with scaffolds • Comprehension Strategies Protocol - explicitly teach students research-based comprehension strategies to apply when reading an independent level text			
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.			
<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)		
1, 2, 4	-All teachers attended district-wide PD on 8/14 and 8/15 and are then enrolled in state required Virginia Literacy Act (VLA) training. -Teachers worked in grade level teams to create their daily schedule using Map the Minutes protocol to show each component of the literacy block. -Teachers reviewed evidence-based instruction and were introduced to materials that support these efforts: Walpole Differentiated Instruction lessons and decodable readers (Just Right and Jump Rope). -PLCs on 2/25 focused on EBIs and Look-Fors specific to each grade level. -PLCs on 3/18 focused on reviewing and providing evidence for the EBIs currently being used during reading instruction		
Onboarding in evidence based literacy instruction occurred during August Professional Learning Days and PLCs.			

Domain I: Academic Supports

Content Area: **Mathematics**

Barrier(s):

- There is a lack of consistent manipulatives or hands-on activities that is hindering understanding.
- There is inconsistent Tier 1 instruction across classrooms and grade levels.
- Training is needed to understand and effectively implement high-quality Tier 1 instruction and to differentiate instruction for students with disabilities.
- Black students are given fewer opportunities for engagement and discourse through classroom structures and routines

SMART Goal Statement:

By June 2023-2025, NLB will increase the VA Math SOL pass rates for students with disabilities to 70%

Baseline data: 3rd grade 50%; 4th grade 30%; 5th grade 75%; overall 50%

By June 2023-2025, NLB will increase the VA Math SOL pass rates for Black students to 70%

Baseline data: 3rd grade 83%; 4th grade 24%; 5th grade 20%; overall 41%

By June 2023- 2025, NLB will increase the VA Math SOL pass rates for economically disadvantaged students to 70%.

2022-2023 baseline data: 3rd grade 33%; 4th grade 20%; 5th grade 20%; overall 46%

(Evidence-based) Strategy Name: Assisting struggling students with Math

- ~~Sub-category 1: Systematic Instruction -- Provide systematic instruction during intervention to develop student understanding of mathematical ideas.~~
- Sub-category 2: Mathematical Language -- Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
- Sub-category 3: Representations -- Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.

Tier of Evidence: **Strong**

Description:

Teachers model and set expectations for students to use accurate mathematical language following these steps:

1. Routinely teach mathematical vocabulary to build students' understanding of the mathematics they are learning
2. Use clear, concise, and correct mathematical language throughout lessons to reinforce students' understanding of important mathematical vocabulary words
3. Support students in using mathematically precise language during their verbal and written explanations of their problem solving

Teachers can help students understand mathematics using concrete and semi-concrete representations by following these steps:

1. Provide students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered.
2. When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations.
3. Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as "thinking tools."
4. Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas.

Student Measure #1:

Student Measure #2:

70% of Black, Special Education, and economically disadvantaged students will demonstrate proficiency on the ACPS provided common end of unit assessments for each unit.	70% of Black, Special Education, and economically disadvantaged students will meet or exceed their projected growth goals on MAP Growth Math in Grades 2-5.
Staff Measure #1: Monitor the participation and effectiveness of PLCs focused on sharing best practices, problem-solving, and refining instructional strategies related to using mathematical language and representations in mathematics. Interventionist will implement Plan, Do, Study, Act (PDSA) cycles with teachers in grades 3 - 5.	Staff Measure #2: Assess the fidelity with which staff members facilitate mathematical discourse and utilize concrete and semi-concrete representations during interventions through classroom observations and feedback. - Quarter 1 walk-through form (Mathematical discourse) - Quarter 2 walk-through form (Concrete-Representational-Abstract (CRA) representations)

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 intervention strategies and high-quality instructional materials	August 2024		ACPS Instructional Specialists Math Interventionist Administrators
2. Provide training on new mathematics curriculum through ACPS.	August 2024		ACPS Instructional Specialists Math Interventionist Administrators
3. During pre-service week and monthly team meetings, teachers of students with disabilities will get training on co-teaching model with evidence-based math instruction	August 2024	September 2024	ACPS Instructional Specialists Math Interventionist Administrators

4. Provide school wide professional learning on various mathematical strategies and best practices for special education students at all levels	August 2024	September 2024	Math Interventionist Specialized Instruction Instructional Specialist Administrators
5. Engage teachers in professional development on the new Virginia Department of Education (VDOE) Standards/ACPS Curriculum through division-led PD, PLCs, and staff meetings.	August 2024	June 2025	Elementary Math Instructional Specialist Math Interventionist
6. Conduct quarterly review of student data on MAP Growth Math and analyze results to identify students who require support in mathematics due to performing below benchmarks.	Fall: September 2024 Winter: December 2024 Spring: March 2025	Fall: October 2024 Winter: January 2025 Spring: April 2025	Math Interventionist Data Instructional Coach
7. Implement interventions to support students in improving their mathematical skills and understanding.	October 2024	May 2025	Math Interventionist
8. Observe classroom instruction and intervention sessions to assess the use of concrete and semi-concrete representations.	October 2024	May 2025	Math Interventionist Administrators
9. Facilitate PLCs focused on sharing best practices, problem-solving, and refining instructional strategies related to math discourse and representations in mathematics.	August 2024	May 2025	Math Interventionist Data Instructional Coach Administrators

10. Conduct classroom observations to assess the fidelity with which staff members ~~implement systematic instruction~~ facilitate mathematical discourse and use concrete and semi-concrete representations during interventions.	September 2024	May 2025	Math Interventionist Administrators
11. Provide constructive feedback to staff based on observations, highlighting areas of strength and areas for improvement.	August 2024	May 2025	Math Interventionist Administrators
12. Conduct monthly student progress monitoring data collection, analysis and review on key mathematics progress monitoring measures such as end of unit assessments.	August 2024	May 2025	Math Interventionist Data Instructional Coach
13. Utilize student data binder routine to determine student's beliefs around their own mathematics proficiency.	August 2024	November 2024	Data Instructional Coach Math Interventionist
14. Delivery of Specially Designed Instruction in the co-taught settings as measured by the Specialized Instruction Instructional Specialist's Specially Designed Instruction (SDI) Look-Fors Checklist.	August 2024	May 2025	Instructional Specialist Administrators
15. Implementation of high-yield co-teaching models during Math in the general education	August 2024	May 2025	Instructional Specialist Administrators Math Interventionist

setting as measured by the Specialized Instruction Co-Teaching Walkthrough form.			
16. Intervention fidelity check during math intervention in the special education setting.	August 2024	May 2025	Instructional Specialist Administrators Math Interventionist
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.			
<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)	
4, 6, 9, 12		-We have shared expectations and new strategies with teachers at PLCs on 9/17 including Kagan Strategies, Mathematical discourse strategies and modeling, and accountable talk stem anchor charts. -Coaches created Reflection surveys to share with teachers at next content PLC to refine time together and hear teacher feedback from Quarter 1. - Data collected on Nov 5, 2024 for PLC feedback - During Quarter 3 half-day learning sessions we included peer observations and reflections	
Locate PLC evidence of collaboration among staff members, such as shared lesson plans, and peer observations. Find explicit examples to share with PLC members of a teacher who has implemented a new strategy. PLC Quarter 1 Reflection Surveys Peer Observations at Quarter 3 learning sessions			
6, 12, 13		-BOY data is being collected and used to form groups for targeted instruction. Small group instruction will be aligned to areas of need.	
Identify the number of students demonstrating growth. Compare scores from the beginning, middle, and end of the year via grade-level			

data spreadsheets.	-We held initial Data PLCs to review last year's SOL data where available, and to analyze beginning of year data for the MAP. -Teachers set PLP goals that directly address growth of our targeted populations. -IET groups are updated each quarter to reflect most recent data & tiering, providing additional IET support to students who have not demonstrated growth -Data Interventionist facilitated Data Binder cycle in each grade level. Grades 1-2, and 5th grade science, complete the reflection after each unit. MAP assessed subjects and grades also complete a reflection after each administration of the MAP assessment.
1, 2, 3, 4, 5, 9 Provide school wide professional learning on analyzing progress monitoring data to drive daily instructional decisions for all students prioritizing our sub groups, black students, students with disabilities and students that are socio-economically disadvantaged.	-BOY data is being collected and used to form groups for targeted instruction. Small group instruction will be aligned to areas of need. -Reviewed classroom data to identify strengths and areas of growth for students and how to address any gaps or misconceptions during math workshop
8 Walk-throughs and observations to support consistent Tier 1 instruction across classrooms and grade levels -Administration TalentEd Walkthroughs	-Coaches and administration are meeting to discuss observation tools and look-fors. -Observation & walkthrough forms were created & assigned to members of Instructional Council on 11/18. -Math Discourse Look-For Form -Math Representations Look-For Form -Central Office providing additional support through PLCs, walk-throughs, and observations

1, 4, 7, 8, 9, 10, 12, 16	
Monitor specific progress of targeted subgroups (Black students, Students with Disabilities, and Economically Disadvantaged Students).	-BOY data is being collected and used to form groups for targeted instruction. Small group instruction will be aligned to areas of need. -After School Intervention program (The Learning Hive) provides additional intervention for targeted subgroups. Progress is monitored monthly. Additionally, we have added another layer of specialized instruction for students with small groups taught by special education teachers. -February Data PLC focused on end-of-quarter 2 tiering to add students to MTSS and Young Scholars Identification -Adjusted math & reading intervention schedule in 3rd grade so that the interventionist could provide in-class support to students, as well as students who need both math and reading intervention could receive support in both. This resulted in additional support for targeted subgroups.

Domain II: Staffing Supports

Barrier(s):

- Competing priorities
- Lack of Substitute Teachers
- Initiatives changes (e.g., curriculum)

According to the 2024 Virginia School Survey of Climate and Working Conditions, staff at NLB are satisfied with their working conditions overall. NLB staff responses indicate greater satisfaction here than our division, region, and state averages, except in the question related to observing other teachers. 30% of NLB staff selected YES in response to “Instructional Climate: The Central Office provides opportunities for support and collaboration.” That percentage was significantly lower than in past years (2022-23: 56%, 2021-22: 56%, 2020-21: 68%)

SMART Goal Statement:

By June 2023-2025, we will provide opportunities quarterly for teachers to observe strong instructional methods through peer observations and collaborate with their grade levels during quarterly planning days then 50% of NLB staff select YES in response to “Instructional Climate: The Central Office provides opportunities for support and collaboration” on the 2025 Virginia School Survey of Climate and Working Conditions.

(Evidence-based) Strategy Name: Prioritizing initiatives

Tier of Evidence: N/A

Description:

- Sharing responsibility across the school
- Providing observations for teachers to observe other staff within our building and district

Student Measure #1:

Increase in student engagement as seen by observation tools

Student Measure #2: N/A

Staff Measure #1:

Increase the percentage of staff that identifies as “Instructional Climate: The Central Office provides opportunities for support and collaboration” on the Virginia School Climate Survey by 10%.

Staff Measure #2:

Instructional Coaches and administration will meet monthly to review CSIP initiatives to analyze implementation measures and decide if initiatives should be revised both based on data and feedback from staff.

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
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1. Create a quarterly schedule for teachers to sign up for peer observations	September 2024	May 2025	Instructional Coaches Administration Teachers
2. Review a common “look-fors” document for ELA and Math focusing on best practices	September 2024	May 2025	Instructional Coaches Administration Teachers
3. Add quarterly planning days to calendar	September 2024	May 2025	Instructional Coaches Administration Teachers
4. Administrative meetings to discuss student achievement data, and to make grade level staffing adjustments accordingly.	January 2024	May 2025	Administration
5. Observe classrooms specifically for engagement using a common tool to encourage all students to participate.	August 2024	May 2025	Administrators Instructional Coaches
6. Survey staff and discuss with instructional council data regarding professional learning needs in order to facilitate peer observations	August 2024	November 2024	Administrators Instructional Coaches Teachers
7. Development protocols and expectations for before, during, and after peer observations and grade level planning days	August 2024	November 2024	Administrators 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.			
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)	
4		-Instructional Council meets bi-weekly to discuss and analyze progress and student achievement.	

Administration and coaches will identify the assessments to implement, to measure progress and analyze achievement data using data protocols.	-
2, 5, 7	-Instructional Council will meet on 9/23 to discuss “look fors” that support best practices & equity for all.
Use the development of “look-fors” to be observed during walkthroughs.	-NLB Engagement and Discourse Walkthrough form was created on 10/11 for schoolwide use. -Administration and Coaches are conducting walkthroughs in November & December.
3, 7	-During the district-wide coaches PLC on 9/13, district expectations for what a PLC is and is not were shared. NLB coaches are working to adjust current PLC practices to align to new learning.
Use of PLC agendas that notate strategies teachers will implement in their classroom through at minimum, one data cycle.	-Coaches have created & shared the PLC Feedback Survey specific to their content area. Feedback is being reviewed and summarized now.
3	-Half-Day Planning was changed to October 1st due to the school closure. Teams were able to still meet with each other, coaches, and specialists throughout the day via zoom.
Half-Day Planning Days -Quarter 1: August 16, 2024 -Quarter 2: October 15-18, 2024 *moved to October 1st -Quarter 3: January 13-17, 2025	
1, 6	-In progress
Administration and coaches will create a system for teachers to facilitate peer observations quarterly.	-Instructional Council discussed on 12/2 to create an implementation plan and feedback process.

Domain IV: School Climate Supports (Behavior)

Barrier(s):

- Monitor staff change ideas over time
- The allotment for Social, Emotional, and Academic Learning (SEAL) time in the instructional day to teach explicit expected behaviors
- Capacity to effectively manage student behaviors throughout the school day

SMART Goal Statement:

By June 2023-2025, NLB will increase the number of professional learning opportunities by at least once per quarter for staff focusing on restorative practices and behavior strategies and methodologies as measured by staff feedback surveys.

By June 2023-2025, NLB will decrease the number of behavior incidents in instructional settings by 40% as measured by Student Behavior and Administrative Response (SBAR) data.

(Evidence-based) Strategy Name: Restorative Practices to improve school climate and curb suspensions.

Tier of Evidence: Moderate

(Evidence-based) Strategy Name: Reducing Behavior Problems in the Elementary School Classroom

2. Modify the classroom learning environment to decrease problem behavior.

3. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate.

4. Draw on relationships with professional colleagues and students' families for continued guidance and support.

Tier of Evidence: Strong & Moderate

Description:**Restorative Practices**

- Proactively improving relationships among students and staff and building a sense of community in classrooms and schools may make students less inclined to misbehave.
- And addressing severe misbehavior through a restorative approach may help students realize the impacts of their actions and make them less likely to offend again.

Reducing Behavior Problems in the Elementary School Classroom

- Many effective classroom-focused interventions to decrease students' problematic behavior alter or remove factors that trigger them. These triggers can result from a mismatch between the classroom setting or academic demands and a student's strengths, preferences, or skills. Teachers can reduce the occurrence of inappropriate behavior by revisiting and reinforcing classroom behavioral expectations; rearranging the classroom environment, schedule, or learning activities to meet students' needs; and/or individually adapting instruction to promote high rates of student engagement and on-task behavior.
- We recommend that teachers actively teach students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom. In doing so, teachers help students with behavior problems learn how, when, and where to use these new skills; increase the opportunities that the students have to exhibit appropriate behaviors; preserve a positive

	classroom climate; and manage consequences to reinforce students’ display of positive “replacement” behaviors and adaptive skills. • Social relationships and collaborative opportunities can play a critical role in supporting teachers in managing disruptive behavior in their classrooms. We recommend that teachers draw on these relationships in finding ways to address the behavior problems of individual students and consider parents, school personnel, and behavioral experts as allies who can provide new insights, strategies, and support.		
Student Measure #1: By June of 2025, student behavior incidents will decrease by 10% quarterly as compared to the total number of SBAR incidents for the 2023-2024 school year.	Student Measure #2: By June 2025, results from student surveys from Quarter 1 will improve by 10% in Quarter 4.		
Staff Measure #1: By June of 2025, staff will implement one new behavior management strategy that supports the direct impact of the classroom climate and culture as measured by informal observations and <u>Structure, Teach, Organize, Interact, Correct (STOIC) checklists</u> .	Staff Measure #2: By June 2025, the student support team will build staff’s capacity to support the use of restorative practices at least 2 times monthly per grade level in order to increase positive classroom culture.		
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. New and returning staff will participate in Positive Behavioral Interventions and Supports (PBIS), Recognizing, Understanding, Labeling, Expressing, and Regulating emotions (RULER) and SEAL refresher/onboarding professional development.	August 2024	September 2024	Administration PBIS Coordinator Student Support Team (SST)
2. Bi-Monthly guidance lessons using evereux Student Strengths Assessment (DESSA) results to guide instruction	August 2024	May 2025	Administration

3. Quarterly professional development surrounding the collaborative behavior strategies (and cultural and racial competency)	August 2024	May 2025	Administrators Student Support Team Equity Team
4. Weekly grade-level and school-wide newsletters/communication through Parent Square	August 2024	May 2025	Grade Level Teams Administrators
5. Monthly meetings within an intensive mentor program surrounding behavior management	August 2024	May 2025	Administrators Student Support Team Instructional Coaches Teacher Mentors
6. School-wide training and discussions at grade level PLCs around STOIC checklists and best practices for engagement of all students within classrooms	August 2024	September 2024	Student Support Team Instructional Coaches
7. Develop staff and student feedback survey	August 2024	September 2024	Instructional Coaches Grade Level Teams Students
8. Administer quarterly student surveys to determine student perceptions around a sense of belonging, feeling supported, and connected	October 2024	June 2025	Students Administrators Student Support Team
9. Create individualized behavior plans for specific students who have received multiple referrals, outlining behavior incentives and supports tailored to their needs (ie. Behavior Intervention Plan (BIP), MTSS support plans, documented Kid Talk)	October 2024	June 2025	Administrators Student Support Team 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.

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)
1, 2	-SST is currently meeting with students and gathering informal data. They will then meet as a team on a monthly basis to discuss feedback and create a student survey.
Develop student surveys with feedback and input from targeted student groups (Black Students, Students with Disabilities, and Economically Disadvantaged Students) SST - lunch bunch informal data	
2	-Administrators are completing walkthroughs in all grade levels.
Administrative walkthroughs/checklists to ensure social emotional lessons are being implemented daily	
1, 2	-Our guidance counselor tailors lessons to meet the social/emotional needs of our students.
Schedule of bi-monthly guidance lessons created by SST based on students' needs and teacher feedback, instead of a set-schedule as was done in past years	
5, 9	-Individualized behavior plans are created for students as needed. Copies are given to all staff who work with that student to ensure fidelity.
Documentation of individualized behavior plans created for students receiving a referral, outlining behavior incentives and supports tailored to their needs	
6	-PLC teams use the STOIC checklist google form to self-evaluate their classrooms and practices. -Coaches will follow up with teachers as needed.
PLC and team documentation of STOIC checklist within classrooms and grade levels	
1, 3	-Presentations were done during teacher return week so that all staff were on one accord starting the new school year. -The November Staff Meeting/Professional Development discussed Chapter 9 in <u>Culturally Responsive Teaching and the Brain</u> and creating a culturally responsive community for learning.
Onboarding professional development presentations for new and returning staff. The Equity Team is meeting to plan professional development specific to <u>Culturally Responsive Teaching & the Brain</u> .	
4	-Teachers and Administration are communicating weekly events and announcements from the school through ParentSquare.

The Principal's "Buzz" goes out weekly to parents/staff through ParentSquare. Grade levels also send out newsletters updating parents about events/need to know information that is grade level specific.	
7, 8	-K-2 and 3-5 student surveys were created. They will be administered at the end of each quarter (Quarter 1 to End of October)
Surveys are administered quarterly to determine student perceptions around a sense of belonging, feeling supported, and connected	-Received Tiered Fidelity Inventory (TFI) Walkthrough Data to discuss during our next instructional council meeting and PBIS learning team.
6	-NLB Engagement and Discourse Walkthrough form was created for school-wide use and discussed with teachers during content PLCs.
There is a high focus on engagement within our learning communities. Teachers have engaged in discussion of what positive engagement looks like. Coaches and admin are working to document this engagement.	