

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):
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 2025: During our bi-weekly Instructional Council Meeting, information was shared regarding the difference between academic review and federal identification. We discussed the comprehensive School Improvement Plan (CSIP) process and reviewed the evidence-based interventions on the Institute for Education Sciences' (IES's) What Works Clearinghouse (WWC) website. April-May 2025: The data, literacy, and math coaches along with administrators collaborated on creating the CSIP. April-May 2025: The school improvement team will meet to work on the Comprehensive Needs Analysis (CNA) by using a questioning protocol to assess trends. June 2025: Naomi L. Brooks (NLB) staff will meet to review all school data and sub groups, share our updated CNA and develop new research base strategies for the 2025-2026 school year. August 2025: Staff Data reflection Professional Development with School Improvement Team. August 2025: School Improvement Team Meeting - Team members will have the opportunity to ask questions and provide feedback. The team will reflect on end of year data and revise the school improvement plan as needed. October 2025-June 2026: During Instructional Council Meetings, the instructional coaches will review feedback from grade level teams using the guiding questions form for selecting Evidence Based Interventions (EBIs) to adjust supports as needed. October 2025-June 2026: During the Monthly Large Leadership team meetings, the Improvement team will solicit input and share data updates and discuss any possible revisions needed. November 2025-June 2026: Grade level Professional Learning Communities (PLC) meetings (data, Student Support Team (SST), 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 2025-June 2026: Grade Level Quarterly Data meetings will take place to discuss individual student data, adjust intervention plans

Fall 2025: During the Parent Teacher Association (PTA) Meeting, the principal will review the school's improvement efforts.

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:

Reading

Problem Statement:

Current data shows that targeted subgroups are not showing mastery of Virginia Department of Education (VDOE) grade level Standards of Learning.

Barrier(s):

- **High-Quality Instruction:** Inconsistent or ineffective instructional practices can hinder student progress in English Language Arts (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 2026, 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).

2025 VALLSS Baseline Data: collected in Fall 2025

By June 2023-2026, NLB will increase the VA Reading Standards of Learning (SOL) pass rates for students with disabilities to 75%.

2025 SOL Baseline Data: 3rd Grade 60%, 4th Grade 43%, 5th Grade 55%, Overall 58%

By June 2023-2026, NLB will increase the VA Reading SOL pass rates for black students to 75%.

2025 SOL Baseline Data: 3rd Grade 27%, 4th Grade 75%, 5th Grade 52%, Overall 52%

By June 2023-2026, NLB will increase the VA Reading SOL pass rates for economically disadvantaged students to 75%.

2025 SOL Baseline Data: 3rd Grade 27%, 4th Grade 62%, 5th Grade 62%, Overall 53%

Strategy

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

Providing Reading Interventions for Students in
Grades 4-9

3. Routinely use a set of comprehension-building practices to help students make sense of the text

- Part 3A. Build students' world and word knowledge so they can make sense of the text
- Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read
- Part 3C. Teach students a routine for determining the gist of a short section of text
- Part 3D. Teach students to monitor their comprehension as they read

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.

Description:

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; Intervention, Enrichment, and Targeted Instruction (IET) Block Fluency and Comprehension (FAC) & Vocabulary and Comprehension (VAC) Small Groups
- Student Progress Monitoring Measure (Gr2-5): Measures of Academic Progress (MAP) Growth Reading
- Staff Progress Monitoring: Observation Tools

K-3: Teach students to decode words, analyze word parts, and write and recognize words.

1. Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.
2. Instruct students in common sound-spelling patterns
3. Teach students to recognize common word parts.

Tier of Evidence:

Strong ▾

4. Have students read decodable words in isolation and in text.
5. Teach regular and irregular high-frequency words so that students can recognize them efficiently.
6. Introduce non-decodable words that are essential to the meaning of the text as whole words.

Measures

Student Measure #1:

By June 2026, 75% of Black Students, Students with Disabilities, and economically disadvantaged students will achieve at the 41st% or higher on MAP Growth Reading in Grades 2-5.

Staff Measure #1:

By June 2026, 90% of observed staff will demonstrate evidence of EBI implementation.

Student Measure #2:

By June 2026, 75% of all 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 $\geq 65\%$ ile

Staff Measure #2:

By June 2026, 90% of observed staff will show improvements in the quality of EBI instruction by increasing the average rating of observed EBIs.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
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.	-Literacy Instructional Coaches -Elementary Literacy Specialist	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
2	Grade-level PLCs and instructional coaches collaborate on scheduling breakdown for all components of daily literacy instruction and engage in review of Literacy Year Overview, key benchmarks, and the creation of guiding anchor charts.	-Grade Level Teachers -Literacy Instructional Coaches -Data Instructional Coach	Sept. 2... ▾	Oct. 2025 ▾	Not started ▾
3	Special education teachers will receive ongoing professional development, support, and monitoring in the implementation of evidence-based reading instruction and data informed practices. Dedicated PLC times will be built into the master schedule to ensure regular opportunities for collaboration.	-SPED Teachers -Literacy Instructional Coaches -Data Instructional Coach	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
4	Train new staff in administration of key student progress monitoring measures (Dynamic Indicators of Basic Early Literacy Skills Oral Reading Fluency (DIBELS ORF), MAP, &	-Literacy Instructional Coaches	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	VALLSS Progress Monitoring) to include the use of DIBELS mClass.	-Elementary Literacy Specialist -Data Instructional Coach			
5	Facilitate quarterly Unit Mapping throughout the year to outline pacing and big ideas, key benchmarks, and cohesive guiding anchor charts for upcoming units.	-Grade Level Teachers -Literacy Instructional Coaches -Data Instructional Coach	Oct. 2025 ▾	Oct. 2025 ▾	Not started ▾
6	Conduct student progress monitoring data collection, analysis and review on key fluency progress monitoring measures (DIBELS ORF & VALLSS Progress Monitoring) and conduct monthly review of student comprehension data on common assessments and MAP Growth Reading while utilizing student data binder routine to determine student's beliefs around their own reading proficiency.	-Grade Level Teachers -Literacy Instructional Coaches -Data Instructional Coach	Sept. 2... ▾	May 2026 ▾	Not started ▾
7	Provide and monitor targeted school-based professional learning sessions and PLCs for all instructional reading	-Literacy Instructional Coaches	Sept. 2... ▾	May 2026 ▾	Not started ▾

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	staff (to include general education, special education, and English Language teachers) on the evidence based instruction for reading (routinely using a small set of comprehension strategies & read and decode words) and link to practice in classrooms incorporating strategic supports for activating prior knowledge and building engagement for Black Students.	-Administrators			
8	Collaborate in grade level PLCs to specially design Bookworms Core Reading, ELA Writing, and IET instruction for the specific needs of Black, Special Education, and economically disadvantaged students in individual classrooms.	-Grade Level Teachers -Literacy Instructional Coaches	Sept. 2... ▾	May 2026 ▾	Not started ▾
9	Facilitate teacher self-reflection, peer observation, and administrator walkthroughs to provide feedback on best practices to include targeted evidence-based strategies of decoding & comprehension.	-Literacy Instructional Coaches -Administrators	Oct. 2025 ▾	May 2026 ▾	Not started ▾
10	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.	-ACPS Instructional Specialist -Administrators	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
11	Utilize IET block and After School Intervention to provide intervention support targeted to the specific needs of Black, special education, and economically disadvantaged students in small group instruction.	-Grade Level Teachers -Literacy Instructional Coaches -Data Instructional Coach	Sept. 2... ▾	May 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 ▾	•	•	
Oct. 2025 ▾	•	•	
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
Jan. 2026 ▾	•	•	
Feb. 2026 ▾	•	•	

Reading: 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 ▾	•	•	
Apr. 2026 ▾	•	•	
May 2026 ▾	•	•	
Jun. 2026 ▾	•	•	

Reading: Quarterly Monitoring

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

Domain I: Academic Supports

Content Area:

Mathematics

Problem Statement:

Current data shows that targeted subgroups are not showing mastery of VDOE grade level Standards of Learning.

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 2023-2026, NLB will increase the VA Math SOL pass rates for students with disabilities to 70%.
2025 SOL Baseline Data: 3rd Grade 60%, 4th Grade 57%, 5th Grade 33%, Overall 48%

By June 2023-2026, NLB will increase the VA Math SOL pass rates for Black students to 70%.
2025 SOL Baseline Data: 3rd Grade 27%, 4th Grade 75%, 5th Grade 42%, Overall 48%

By June 2023- 2026, NLB will increase the VA Math SOL pass rates for economically disadvantaged students to 70%.
2025 SOL Baseline Data: 3rd Grade 27%, 4th Grade 69%, 5th Grade 55%, Overall 53%

Strategy

(Evidence-Based) Strategy Name:

Assisting struggling students with Math
• Sub-category 2: Mathematical Language --

Description:

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

Tier of Evidence:	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. Strong ▾		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.
Measures			
Student Measure #1:	70% of Black, Special Education, and economically disadvantaged students will demonstrate proficiency on the ACPs provided common end of unit assessments for each unit.	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

Student Measure #2:

70% of Black and Special Education students will meet or exceed their projected growth goals on MAP Growth Math in Grades 2-5.

- Students achieving at the 50%ile or higher will meet or exceed growth projection
- Students achieving less than the 50%ile will grow $\geq 65\%$ ile

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.

mathematics.

Interventionist will implement (Plan, Do, Study, Act) PDSA cycles with teachers in grades 3 - 5.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Facilitate quarterly Unit Mapping throughout the year to outline pacing and big ideas, key benchmarks, and cohesive guiding anchor charts and academic vocabulary terms for upcoming units.	-Math Interventionist	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
2	Engage teachers in professional development on the 2023 VDOE Standards, ACPS Curriculum, intervention strategies, through division-led Professional Development, school based PLCs, and staff meetings.	-ACPS Instructional Specialists -Math Interventionist	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
3	Facilitate monthly Professional Learning Communities (PLCs) focused on sharing best practices, problem-solving, utilizing the enVision Math Language Handbook and refining instructional strategies related to math discourse and representations in mathematics.	-Math Interventionist -Data Instructional Coach -Administrators	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
4	Conduct classroom observations to assess the fidelity with which staff members facilitate mathematical discourse and use concrete and semi-concrete representations during interventions.	-Math Interventionist -Administrators	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
5	Provide constructive feedback to staff based on observations, highlighting areas of strength and areas for improvement.	-Math Interventionist -Administrators	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
6	Utilize IET block to provide intervention support targeted to the specific needs of Black and economically disadvantaged students in small group instruction to support students in improving their mathematical skills and understanding.	-Math Interventionist	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
7	Conduct monthly student progress monitoring data collection, analysis and review on key mathematics progress monitoring measures such as end of unit assessments. Conduct quarterly review of student data on MAP Growth Math and analyze results to identify students who require support in mathematics due to	-Math Interventionist -Data Instructional Coach	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	performing below benchmarks. Utilize student data binder routine to determine student's beliefs around their own mathematics proficiency.				
8	Delivery of Specially Designed Instruction in the co-taught settings as measured by the Specialized Instruction Instructional Specialist's SDI Look-Fors Checklist.	-ACPS Instructional Specialist -Administrators	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
9	Implementation of high-yield co-teaching models during Math in the general education setting as measured by the Specialized Instruction Co-Teaching Walkthrough form.	-ACPS Instructional Specialist -Administrators -Math Interventionist	Sept. 2... ▾	May 2026 ▾	Not started ▾
10	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	-ACPS Instructional Specialists -Math Interventionist -Administrators	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾

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 ▾	•	•	
Oct. 2025 ▾	•	•	
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
Jan. 2026 ▾	•	•	
Feb. 2026 ▾	•	•	
Mar. 2026 ▾	•	•	
Apr. 2026 ▾	•	•	
May 2026 ▾	•	•	
Jun. 2026 ▾	•	•	

Mathematics: Quarterly Monitoring

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

Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]

Domain II: Staffing Supports

Problem Statement:

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%)

Barrier(s):

- Competing priorities
- Lack of Substitute Teachers

SMART Goal Statement:

By June 2023-2026, 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.

Strategy

(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

Measures

Student Measure #1:

Increase in student engagement as seen by observation tools.

Staff Measure #1:

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.

Student Measure #2:

n/a

Staff Measure #2:

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%.

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Create a quarterly schedule for teachers to sign up for peer observations	-Administrators -Instructional Coaches -Teachers	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
2	Create and review a common “look-fors” document for ELA and Math focusing on EBIs and best practices	-Administrators -Instructional Coaches	Sept. 2... ▾	May 2026 ▾	Not started ▾

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
		-Teachers			
3	Add quarterly planning days to calendar	-Administrators -Instructional Coaches -Teachers	Sept. 2... ▾	May 2026 ▾	Not started ▾
4	Administrative meetings to discuss student achievement data, and to make grade level staffing adjustments accordingly.	-Administrators	Sept. 2... ▾	May 2026 ▾	Not started ▾
5	Observe classrooms specifically for engagement using a common tool to encourage all students to participate.	-Administrators -Instructional Coaches	Sept. 2... ▾	May 2026 ▾	Not started ▾
6	Survey staff and discuss with instructional council data regarding professional learning needs in order to facilitate peer observations	-Administrators -Instructional Coaches -Teachers	Sept. 2... ▾	Nov. 2025 ▾	Not started ▾
7	Development protocols and expectations for before, during, and after peer observations and grade level planning days	-Administrators -Instructional Coaches	Sept. 2... ▾	Nov. 2025 ▾	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 ▾	•	•	
Oct. 2025 ▾	•	•	
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	
Jan. 2026 ▾	•	•	
Feb. 2026 ▾	•	•	
Mar. 2026 ▾	•	•	
Apr. 2026 ▾	•	•	
May 2026 ▾	•	•	
Jun. 2026 ▾	•	•	

Staffing: Quarterly Monitoring

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

Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]

Domain III: Organizational Learning Supports

Problem Statement:

Barrier(s):

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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:

Teachers and students need support in building students' Self-Efficacy.

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 2026, students will show a 15% increase in student self-efficacy survey data.
Baseline Data: collected in Fall 2025

Strategy

(Evidence-Based) Strategy Name:

Supporting Students' Self-Efficacy
Six Practices for Supporting Student Self-Efficacy:

- Task Engagement
- Self-Regulated Learning
- Supportive Feedback
- Social-Communicative Engagement
- Multi-Sensory Learning Activities
- Student Centered Learning

Tier of Evidence:

Strong ▾

Description:

1. Task Engagement: Encouraging students to actively participate in learning tasks that are meaningful and appropriately challenging enhances their belief in their capabilities.
2. Social-Communicative Engagement: Fostering effective communication among students and between students and teachers helps build confidence and a sense of belonging.
3. Self-Regulated Learning: Teaching students to set goals, monitor their progress, and reflect on their learning processes promotes autonomy and self-efficacy.
4. Multi-Sensory Learning Activities: Incorporating activities that engage multiple senses can make learning more accessible and memorable, thereby boosting students' confidence in their

abilities.

5. Supportive Feedback: Providing timely, specific, and constructive feedback helps students understand their progress and areas for improvement, reinforcing their self-belief.
6. Student-Centered Learning: Designing instruction that considers students' interests, needs, and choices empowers them to take ownership of their learning, enhancing self-efficacy.

Measures

Student Measure #1: Increase in student self-efficacy as seen by student survey.

Staff Measure #1: Increase in staff self-efficacy data as seen by staff survey.

Student Measure #2: n/a

Staff Measure #2: n/a

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Develop a monthly roll-out plan highlighting one to two of the six self-efficacy practices each quarter to include staff reflection checkpoints at beginning, middle, and end of the year in addition to a student voice survey to guide adjustments.	-Data Instructional Coach -Administrators -SST	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
2	Create a student facing self-efficacy form within data binders and gather data three times a year.	-Data Instructional Coach -General Education Teachers	Sept. 2... ▾	May 2026 ▾	Not started ▾
3	Create a staff facing self-efficacy survey based on 4 influences that enhance self-efficacy (mastery experiences, vicarious experiences provided by social models, social persuasion/motivation, and reduction of people's stress reaction/improve self regulation) three times a year connected to Professional Learning Plan (PLP).	-Data Instructional Coach -Administrators	Sept. 2... ▾	May 2026 ▾	Not started ▾
4	Provide Professional Learning during Teacher Report Week through the use of <i>Culturally Responsive Teaching & The Brain (Chapter 7)</i> in response to shifting academic mindset in the Learning Partnership.	-Equity Learning Team	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
5	Continue implementation of monthly instruction and focus anchored in "Habits of Mind" behaviors.	-Positive Behavioral Interventions and Supports (PBIS) Coordinator	Sept. 2... ▾	May 2026 ▾	Not started ▾
6	Introduce monthly "Habits of Mind" behaviors and	-PBIS	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	scenarios on Morning Announcements and in classrooms.	Coordinator			
7	Provide and display self-efficacy anchor charts for visual supports and reminders throughout the day. Student involvement is evident in classrooms through a common anchor chart.	-PBIS Coordinator	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
8	Create and implement monthly lessons focused on the focus “Habits of Mind” behavior and the six self-efficacy practices.	-PBIS Coordinator -General Education Teachers	Sept. 2... ▾	May 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 ▾	•	•	
Oct. 2025 ▾	•	•	
Nov. 2025 ▾	•	•	
Dec. 2025 ▾	•	•	

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)
Jan. 2026 ▾	•	•	
Feb. 2026 ▾	•	•	
Mar. 2026 ▾	•	•	
Apr. 2026 ▾	•	•	
May 2026 ▾	•	•	
Jun. 2026 ▾	•	•	

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)]