Title I Schoolwide Comprehensive School Improvement/Schoolwide 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:

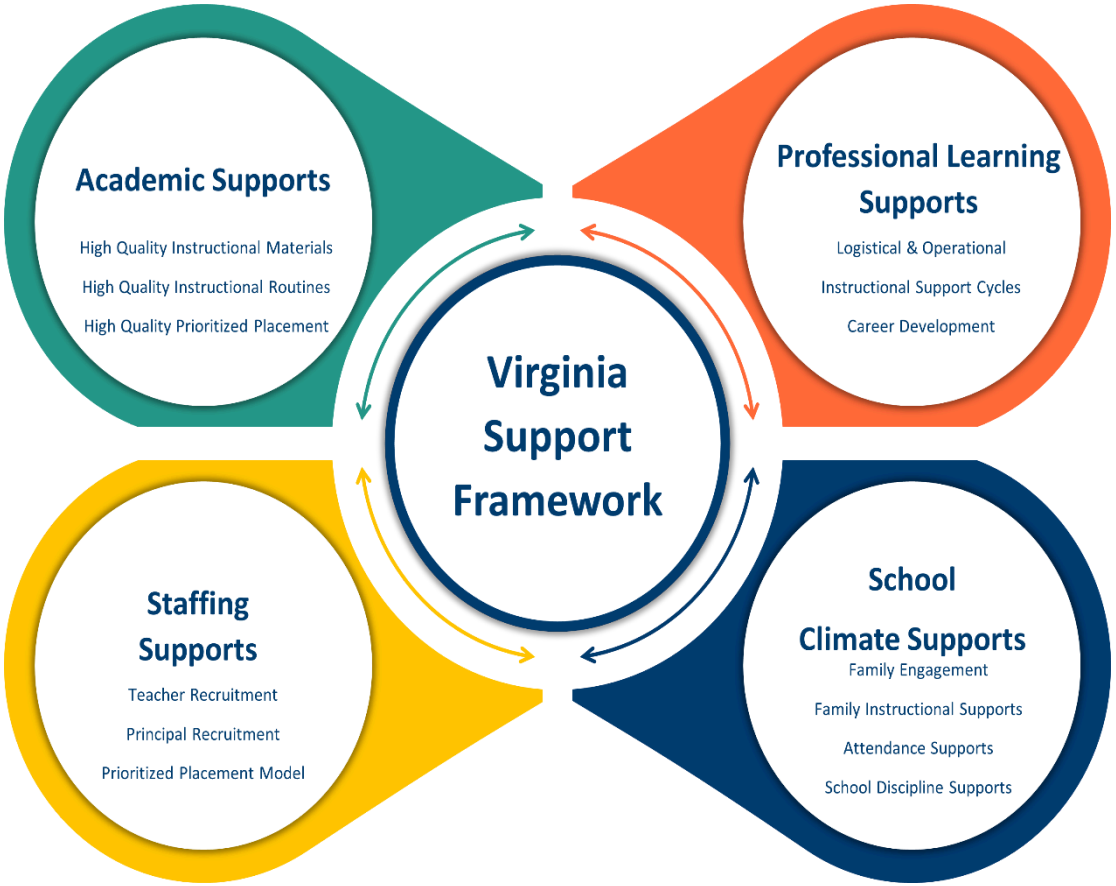
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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
Academic	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.
Staffing	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.
Professional Learning	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: Samuel Tucker Elementary**
Principal: Adaarema Kelly	**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.

Samuel W. Tucker Elementary School will convene meetings on the first Monday of every month with internal and external stakeholders, including parents, to review and discuss our comprehensive school improvement plan regularly. These meetings will also involve conducting needs assessments in the selected areas in the plan to ensure alignment with our shared goals. As we develop and implement research-based strategies, we will monitor progress monthly, evaluate data, and make necessary adjustments to stay on track towards surpassing our shared goals.

Needs Assessment

During our comprehensive school improvement meetings, Samuel W. Tucker Elementary School will conduct a comprehensive needs assessment(CNA) focusing on students with disabilities in reading and math, as we are currently at level 2 (yellow) in these areas according to our accreditation status. We will also address chronic absenteeism, where we are at level 3 (red). Internal stakeholders will be actively involved in this process, including teachers, administrators, staff, and students.

Additionally, we will engage external stakeholders such as parents, community members, and local organizations by establishing two-way communication through surveys. This approach will help us better understand and hear the voices of their needs and expectations, allowing Samuel W. Tucker Elementary School to identify strengths and areas for improvement as a part of the needs assessment.

Evidence-and Research-Based Strategies

The comprehensive needs assessment team will continuously analyze the data during our monthly meetings. Teachers and administrators will collaborate to review research-based practices and select strategies that align with the identified needs. This collaboration can occur through professional development and collaborative planning sessions. Regarding external stakeholders, Samuel W. Tucker will seek out experts in the field to help identify strategies that have been successful in similar

contexts or communities to ensure the strategies that the CNA team selected will improve our students' outcomes.

Developing & Implementation

Based on the selected research and evidence-based strategies, the CNA team will develop a plan with specific goals, actions, and timelines. This planning process will be conducted during our monthly comprehensive school improvement meetings to ensure that the plan addresses the needs and priorities of parents and the community. Once the plan is developed, the CNA team will implement it through ongoing professional development, coaching, and support. This approach will help ensure the strategies are effectively implemented in the classroom and throughout the school. Parents, community members, and local organizations can support the plan's implementation through advocacy, volunteering, and providing resources and expertise.

Monitoring and Evaluate the Plan

The CNA team will monitor and evaluate the plan's progress towards goals and assess the effectiveness of strategies. This will involve data analysis, including MAP, SOL, and classroom assessments, to inform adjustments to the plan as needed. External stakeholders will be able to provide feedback on these shifts and changes, allowing Samuel W. Tucker Elementary to adjust and ensure that the school meets the shared goals established in the comprehensive school improvement plan.

This plan, which involves internal and external stakeholders in the school improvement process, can help ensure that it is comprehensive, effective, and responsive to the school community's needs.

Domain I: Academic Supports	Content Area: English Language Arts (ELA)

Barrier(s):

1. Lack of opportunity to collaboratively plan with specialized instruction, the English Learner (EL) team and lead teacher, so that we can effectively differentiate the given instructional materials in order to deliver high-quality instruction for all students, including those with disabilities and English Learners. Specifically, additional time is needed to collaboratively plan with the special education team to differentiate the Bookworms and writing curriculum in order to make it more accessible to our students with disabilities.
2. Transforming the school climate by offering school-based professional development on the Science of Reading and comprehending the philosophy driving this evidence-based research shift is essential to effectively implementing best practices in reading instruction for all learners.

SMART Goal Statement: At the start of SY 2023 and by the end of SY 2025, students in **Grades 3rd- 5th and our subgroups of Students with Disabilities (SWD) English Learners (ELs)** will reach a 75% proficiency rate in the **English Language Arts (ELA)** content area or demonstrate a 10% improvement in test scores from the previous year as measured by the administration of the 2025 Virginia Standards of Learning Assessments.

(Evidence-based) Strategy Name: Providing Reading Interventions For Students in Grades K-5 **Tier of Evidence:** Choose an Item Strong Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade Providing Reading Interventions for Students in Grades 4 and 5 **Tier 1 Instruction** a. Phonological and phonemic awareness b. Phonics and word recognition c. Fluency d. vocabulary e. Content knowledge development f. Comprehension **(Evidence-based) Strategy Name: Guided Language Acquisition Design** **Tier of Evidence: Strong (Tier 1 Instruction)** a. Content and Language Objectives b. Collaborative Structures	**Description:** In the domain of English Language Arts (ELA), the emphasis will be on enhancing student engagement, planning for rigorous instruction, and differentiating based on the needs of all students with the focus on the science of reading. This will involve coordinating planning sessions with co-teachers, incorporating GLAD strategies into our daily teaching methods, and implementing data-driven Tier 2 and Tier 3 literacy interventions at the earliest opportunity for all students at risk, with a particular focus on subgroups such as Students with Disabilities (SWD) and English Learners (ELs).

Domain I: Academic Supports	Content Area: English Language Arts (ELA)
c. Visuals and Graphics d. Explicit Instruction e. Integrated Curriculum f. Scaffolding g. Cultural Responsiveness	
Student Measure #1: At least 70% of our 2nd-5th grade students will achieve grade-level or above on each administration of the MAP assessment. **Progress Monitoring :** In the Fall/ beginning year 46% of our students are in 50% band for MAP administration	**Student Measure #2:** At least 70% of 2nd-5th grade students meeting projected growth for each administration (Fall, Winter & Spring).
Staff Measure #1: 70% of our 2nd-5th grade teachers are implementing small group instruction in the classroom, providing scaffolding support and challenging texts to offer advanced opportunities for students through differentiated instruction.	**Staff Measure #2:** 70% of our 2nd-5th grade teachers are implementing best practices and evidence-based strategies to deliver high-quality instruction through explicit, direct, and modeled teaching during the reading block.

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	Budget (local, state, federal funds)	Status	Notes/Links
1. Leveraging PLCs to delve into the science of reading is instrumental in enhancing teachers' comprehension of the curriculum: ● Build the capacity of educators by fostering collaborative environments where they collectively explore and	July 2024	June 2025	● Principal ● Assistant Principals ● ELA Instructional Coach ● Reading Interventionists		In progress (~50%)	● PLC Discussions around changes in Literacy ● VLA Coursework

Domain I: Academic Supports			Content Area: English Language Arts (ELA)			
deepen their understanding of the principles underlying effective reading instruction. ● Engage in meaningful discussions, share insights, and collaboratively develop strategies to implement evidence-based practices that align with the science of reading, thereby enriching their pedagogical expertise.			● School Improvement Coach			required for teachers
2. Participation in targeted school-based professional learning to support the integration of GLAD strategies and the understanding of the language objectives with our EL students. a. Content and Language Objectives b. Collaborative Structures 1. Visuals and Graphics 2. Explicit Instruction 3. Scaffolding 4. Cultural Responsiveness	July 2024	June 2025	● Principal ● Assistant Principals ● ELA Instructional Coach ● Reading Interventionists ● School Improvement Coach ● EL Team		In progress (~50%)	● GLAD Training ● Targeting new teachers ● More planning time needed to discuss implementation/develop lesson plans ● do walkthroughs ● boast Tier 1 instruction ● focus point 5th grade
3. Through the reading walkthrough rubric ; conduct walkthroughs of English Language Arts (ELA) classes to	July 2024	June 2025	● Principal ● Assistant Principals		In progress (~25%)	● walktrhrough rubric created by

Domain I: Academic Supports			Content Area: English Language Arts (ELA)			
strengthen Tier 1 instruction. Evidence found will then drive coaching support, professional development, and/or training. Based on walkthrough data, we will provide professional development/ learning to our instructional staff, aligned with the rubric, to ensure rigor and engagement during the ELA block.			• ELA Instructional Coach • Reading Interventionists • School Improvement Coach			administration/teachers • will be more intentional • collect data and have follow up conversations with grade levels
4. Provide student interventions during I/E Block (i.e. Really Great Reading, Walpole DI Lessons, Fundations, Just Words, Orton-Gillingham, Lexia Core 5 etc) and progress monitoring based on DIBELS ORF, Walpole DI assessments, and progress monitoring to include word recognition, decoding, phonological awareness, and language comprehension (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge). Students are flexibly grouped by need (identified by SOL, diagnostic, formative assessment data, MAP, VALLSS, DIBELS and/or qualitative data).	July 2024	June 2025	• Principal • Assistant Principals • ELA Instructional Coach • Reading Interventionists • School Improvement Coach		In progress (~50%)	• need more Tier 1 comprehension instruction • create a schedule to provide comprehension group during IET block
5. Implementation of Book Buddies, a one-on-one tutoring program designed as an intervention for students who may need additional support to learn to read. Volunteers make a commitment to lead an hour session that includes a 45 minute lesson with 1 student and 15 minutes of	July 2024	June 2025	• Principal • Assistant Principals • ELA Instructional Coach • Reading Interventionists		In progress (~50%)	• students groped based on data

Domain I: Academic Supports			Content Area: English Language Arts (ELA)			
prep/reflection. The lessons include listening to the student reread familiar books, working on sight words and spelling patterns through sorts and games, writing an original sentence (or sentences) and introducing/reading a new book with the student.			• School Improvement Coach • Book Buddies Volunteers			
6. Teachers that participate in Tucker's extended learning programing(i.e. Intersession and after-school tutoring) through the use of researched based interventions will support the closing of learning gaps in ELA Instruction. • We will implement Lexia and Ignite Reading, online literacy instructional platforms, to enhance classroom instruction. • Built on the science of reading, Lexia® Core5 Reading is a research-proven program that accelerates the development of literacy skills for students of all abilities, helping them make the critical shift from learning to read to reading to learn. • Ignite Reading's one-to-one, virtual, science of reading-based tutoring closes 1-5 graders' decoding gaps to get them caught up fast. In just 15 minutes a day, the expert tutors teach students the foundational skills they need	July 2024	June 2025	• Principal • Assistant Principals • ELA Instructional Coach • Reading Interventionists • School Improvement Coach	CIG & Local $14,000	In progress (~75%)	• Lexia/Ignite Data •

Domain I: Academic Supports			Content Area: English Language Arts (ELA)			
for a lifetime of independent reading.						
7. EL Teachers will utilize the Really Great Reading (RGR) to support our EL students in grades K-5. ● EL teachers will work with school literacy coaches to plan what groupings are feasible. ● Given the grant ACPS has received, additional resources have been provided next year for EL teachers. We provide Really Great Reading phonics instruction to English Learners in a sheltered pull-out, parallel teaching, or small group instruction setting (see ACPS' Differentiated RGR EL Models). ● EL Teachers will complete a 4 hour asynchronous course, a one hour virtual live session, and potential in school coaching from RGR representatives.	July 2024	June 2025	● School Improvement Coach ● ELA Instructional Coach ● EL Team ● Homeroom Teachers		In progress (~25%)	● EL teachers have licenses to provide small group instruction to 3rd, 4th and 5th grades ● will increase fluency (DIBELS)
8. The Literacy Instructional Coach will demonstrate evidence-based strategies for teachers and conduct 6-8 week coaching cycles to strengthen their Tier 1 instruction. Additionally, the coach will provide support for Tier 2 and Tier 3 instruction to benefit English learners and students with disabilities	July 2024	June 2025	● Principal ● Assistant Principals ● Literacy Instructional Coach ● School Improvement Coach	Federal(CIG): $20,000	In progress (~75%)	● attending conferences ● coaching menu been provided to teachers for support ●

Domain I: Academic Supports	Content Area: Math
Barrier(s): 1. Lack of sufficient time within the school day to provide evidence-based tiered interventions to support our students, particularly our students with disabilities and English learners 2. Lack of Math Interventionists in grades 3-5 to provide evidence-based tiered interventions to support our students, particularly our students with disabilities and English learners. 3. Lack of transforming teacher practices to prioritize small group instruction, ensuring alignment in content and rigor with the Virginia Standards of Learning, and using data-driven approaches to support all learners, including those with disabilities and English learners.	
SMART Goal Statement: At the start of SY 2023 and by the end of SY 2025, students in **Grades 3rd- 5th and our subgroups of Students with Disabilities (SWD), English Learners (ELs)** will reach a 70% proficiency rate in the **Math** content area or demonstrate a 10% points improvement in test scores from the previous year as measured by the administration of the 2023 Virginia Standards of Learning Assessments.	
(Evidence-based) Strategy Name **5 Math Process Goals:** **Tier of Evidence: Strong** **Tier 1 Instruction** ● Leveraging co-teaching collaborative planning to determine high-yield strategies to support differentiation ● PLC ● Strategies for differentiation ● Scaffolding ● Moving from Concrete, Representational, Abstract (CRA)	**Description:** In the domain of Mathematics, the emphasis will be on enhancing student engagement, planning for rigorous instruction, and differentiating based on the needs of all students. This involves coordinating planning sessions with co-teachers, incorporating evidenced based best practices (Concrete, Representational, Abstract) into our daily teaching methods, as well as implementing data-driven Tier 2 and Tier 3 math interventions at the earliest opportunity for all students at risk, with a particular focus on subgroups such as Students with Disabilities (SWD) and English Learners (ELs).

• Explicit instruction during focus lessons
• Incorporating Math Process Goals: problem solving (p.10-11), communicating mathematically, making mathematical connections, reasoning mathematically (p.39), and using representations to model and interpret practical situations
 	
Strong Tier 2 Instruction
• Evidence-based tiered interventions to support our EL learners, and Students with Disabilities
• Dreambox pathways aligned to MAP data to support student outcomes
• Targeted after school- tutoring
  ○ Zearn
  ○ Number Worlds	

Student Measure #1: At least 70% of our 2nd-5th grade students will achieve grade-level or above on each administration of the MAP assessment. **Progress Monitoring :** In the Fall/ beginning year 47% of our students are in 50% band for MAP administration	**Student Measure #2:** At least 70% of 2nd-5th grade students meeting projected growth for each administration (Fall, Winter & Spring).
Staff Measure #1: 70% of teachers (2nd-5th) are implementing differentiated instruction, as evidenced by observations during math walkthroughs.	**Staff Measure #2:** At least 70% of 2nd-5th grade teachers will implement scaffolded small group instruction to meet the needs of all learners, as evidenced by walkthrough observations.

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	Budget (local, state, federal funds)	Status	Notes/Links

1. Participation in targeted school-based professional learning to support the integration of the VDOE Math Process Goals into Math lesson plans and instruction to support our EL students.	July 2024	June 2025	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach		In progress (~25%)	• Note-taking Page • Standards PD 8/12 • PLC Agenda Unpacking the standards includes a focus on the Skills and Practice section, with an emphasis on implementing the Process Goals.
2. Conduct quarterly collaborative meetings with co-teachers and grade levels to facilitate highly effective planning, unpack standards, support differentiated instruction, and ensure alignment.	July 2024	June 2025	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach		In progress (~50%)	Planning Agenda - 5th Grade Level Planning 24-25
3. Teachers that participate in Tucker's extended learning programing (i.e. Intersession and after-school tutoring) will use research based interventions to support the closing of learning gaps in math instruction.	July 2024	June 2025	• Principal • Assistant Principals • Math Instructional Coach • School Improve		In progress (~50%)	Grades 3 through 5 are prioritized for the upcoming after-school tutoring session.

			ment Coach ● After School Tutoring Coordinator			
4. The Math Instructional Coach will demonstrate evidence-based strategies for teachers and conduct 6-8 week informal coaching cycles to strengthen their Tier 1 instruction. Additionally, the coach will provide support for Tier 2 and Tier 3 instruction to benefit English learners and students with disabilities.	July 2024	June 2025	● Principal ● Assistant Principals ● Math Instructional Coach ● School Improvement Coach		In progress (~50%)	Informal coaching cycles based on walkthrough data and PLC documentation. Barrier: Lack of intervention block but focus is on differentiation and small group instruction PLC Agenda Lesson Plan Comments Walkthrough Form
5. Use the continuous improvement model to enhance our professional learning communities (PLCs) in which teachers use data to inform next steps and evidence-based strategies/interventions for Tier 1 & 2 instruction.	July 2024	June 2025	● Principal ● Assistant Principals ● Math Instructional Coach ● School Improvement Coach		In progress (~50%)	PLC Agenda 1st grade Data analysis of assessments is used to determine the next steps for differentiation and small group instruction. Progress Monitoring Sheet

6. Conduct walkthroughs of math classes to strengthen Tier 1 instruction. Evidence found will then drive coaching support, professional development, and/or training. Based on walkthrough data, we will provide professional development/ learning to our instructional staff, aligned with the rubric, to ensure rigor and engagement during the math block.	July 2024	June 2025	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach		In progress (~75%)	Walkthrough Form - Data from walkthroughs are used as a guide to determine where Tier 1 instructional supports are needed.
7. To support the growth and achievement of our students ,especially our targeted groups of EL students and students with disabilities, , we will implement robust technology usage, including smartboards and headphones, to enhance student engagement.	July 2024	June 2025	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach • Sped Lead • EL Lead	Federal (Title 1): $27,000	In progress (~50%)	
9. During each MAP administration, students and teachers will collaborate on their expected growth goals and develop strategies to achieve them. Students will also track their progress by graphing their growth after each administration. This approach aims to empower students to understand and take ownership of their data, actively engaging them in discussions about how to reach their expected growth goals and fostering a deeper investment	July 2024	Juul 2025	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach		In progress (~50%)	

in the MAP assessments and their own progress.						

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)**
September ● Note-taking Page ● Standards PD 8/12 ● PLC Agenda ● Walkthrough Form ● Progress Monitoring Sheet ● Planning Agenda - 5th ● Grade Level Planning 24-25 ● PLC Agenda ● Lesson Plan Comments ● Walkthrough Form -	90% of our teachers are monitoring student progress using the Math data tracker.

Domain I: Academic Supports	Content Area: Science

Barrier(s):

1. Transforming the school climate by offering school-based professional development on planning and implementing instruction with the 5E Inquiry Cycle and comprehending the philosophy driving this nation-wide, evidence-based instructional strategy.
2. The 5th-grade benchmark assessments and SOL are all at a 5th-grade reading level, which can pose challenges for students with disabilities, English learners due to language barriers and the complexity of the vocabulary. This could make it difficult for these specific groups to understand.
3. Lack of sufficient time within the school day to provide evidence-based tiered interventions that supports the 5th grade students identified by the formative and summative assessment data.

SMART Goal Statement: From Fall 2023 to June 2025, we will increase the percentage of all students, including Students With Disabilities (SWD), English Learners (ELs), passing the Grade 5 Science SOL from baseline data to 75%, or demonstrate a 10% points of improvement.

(Evidence-based) Strategy Name: Tier of Evidence: Choose an Item	Description:
Strong Tier 1 Instruction ● Aligned in content and rigor to the VA SOLs ● Using the 5E model ● Leveraging co-teaching and collaborative planning to determine high-yield strategies to support differentiation ● PLC ● Strategies for differentiation ● Modeling of effective best practices Tier 2 instruction ● After School- Tutoring ● Intersession ● IXL	Providing instruction with a focus on alignment and the inquiry cycle, with the goal of helping students explore different concepts for a better understanding. Collaboration with the special education and EL teachers to ensure that students with disabilities and English learners have access to differentiated learning opportunities.

Domain I: Academic Supports	Content Area: Science
Student Measure #1: 70% of Grade 5 students, including those with disabilities and English learners, will demonstrate proficiency on division common unit assessments.	**Student Measure #2:** 70% of students in grades 3–5 use their own language when engaging in an activity, before science-specific vocabulary is introduced to support conceptual understanding.
Staff Measure #1: 70% of teachers foster student sensemaking by providing opportunities for meaningful discourse.	**Staff Measure #2:** 70% of teachers use questioning techniques that enhance student thinking and engage a diverse group of learners.

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	Budget (local, state, federal funds)	Status	Notes/Links
1. Leveraging PLCS to provide targeted school-based professional learning to support the understanding of the 5E Inquiry Model and the integration of GLAD strategies. ● Conduct walkthroughs of science classes to strengthen Tier 1 instruction. Evidence found will then drive coaching support, professional development, and/or training. ○ Based on science walkthrough data, we will provide professional development/ learning to our instructional staff, aligned with the rubric, to ensure rigor and engagement during the science block. ○ Based on science walk through data, 5 teachers will go through a coaching cycle with the science instructional coach	July 2024	June 2025	● Principal ● Assistant Principals ● Science Instructional Coach ● School Improvement Coach ● EL Team		In progress (~50%)	Grade level targeted support is differentiated by need. Walkthrough Q1(alignment) Science Walkthrough Look Fors
2. Teachers will integrate the GLAD strategies into lesson plans and classroom teaching practices during	July 2024	June 2025	● Principal ● Assistant Principals		In progress (~50%)	Links include evidence of

Domain I: Academic Supports			Content Area: Science			
the appropriate stage of the inquiry cycle targeting our EL students.			• Science Instructional Coach • School Improvement Coach • EL Team			GLAD implementation in 4th and 5th grade science.
3. Teachers in grade 5 will focus on teaching and reviewing the standards that are gap areas of performance. • Science instructional coaches will support data talks to ensure all students are showing growth. • Grade 5 teachers will use data from formative assessments, fall & winter benchmarks, and unit assessments to determine gap areas, as well as historical SOL data to determine low performing standards. • Use data to respond to the low performing standards by addressing them during after-school-tutoring and Intersessions. • Reinforce low- performance standards through reteaching and warm-ups, and spiral practice through homework.	July 2024	June 2025	• Principal • Assistant Principals • Science Instructional Coach • After School & Intersession Coordinators • School Improvement Coach		In progress (~50%)	Data talks are scheduled and occur during PLCs. Teachers spiral low performing standards through hw and warm up questions.
4. Grade 5 Teachers will have unit planning time to effectively unpack standards, explore resources, utilize data, and design targeted instruction that incorporates the inquiry cycle. • The Science Instructional coach will model best practices. • Science instructional coach will give feedback based on observations and data, and provide next steps to include resources.	July 2024	June 2025	• Principal • Assistant Principals • Science Instructional Coach • School Improvement Coach		In progress (~50%)	

Domain I: Academic Supports			Content Area: Science			
5. To support the growth and achievement of our students,especially our targeted groups of EL students and students with disabilities, we will implement robust technology usage, including smartboards and headphones, to enhance engagement in science instruction.	July 2024	June 2025	• Principal • Assistant Principals • Science Instructional Coach • School Improvement Coach • EL Lead • Sped 5th Grade Level Teacher • TIS	Federal (Title 1): $27,000	In progress (~50%)	Smartboards and headphones are available in general ed classrooms. We are waiting for quotes for the purchase and installation of smartboards in EL and SPED classrooms.

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)
September: • Walkthrough Q1 • Walkthrough Q2 • PLCs	For 5th grade walkthroughs, 100% of teachers have been.

Domain II: Staffing Supports

Barrier(s):

1. Some Staff members struggle with the modified calendar due to family and personal obligations. For example, the calendar for their children's schools does not align with the calendar at Samuel W. Tucker Elementary.
2. As a result of the nationwide teacher shortage, finding highly qualified teachers during recruitment seasons has been challenging.
3. Samuel W. Tucker Elementary is in need of a math interventionists in grades 3rd through 5th to help move students academically in Math, specifically targeting our ELs, and students with disabilities.
4. Samuel W. Tucker will need a school improvement coach to ensure the school monitors data, collects data, and makes informed decisions based on the data to ensure that Samweul Tucker is on track to reach the shared goals set.
5. Lack of Academic Interventionists in grades 3-5 to provide evidence-based tiered interventions to support our students, particularly our students with disabilities and English learners.

SMART Goal Statement: At the start of SY 2023 and by the end of SY 2025, Samuel W. Tucker Elementary will have 90% staff retention, recruit highly qualified individuals, and provide professional development to promote academic excellence. These efforts will improve students' academic performance and social and emotional learning.

(Evidence-based) Strategy Name: **Tier of Evidence:** Strong 1. **Professional Development:** Providing ongoing, high-quality professional development opportunities help teachers grow in their careers and feel supported in their professional growth. 2. **Mentorship Programs:** Establishing mentorship programs for new teachers can provide them with the guidance and support they need to succeed and stay in the profession. 3. **Positive Work Environment:** Creating a positive and inclusive work culture where teachers feel valued, respected, and part of a community can enhance job satisfaction and retention. 4. **Supportive Leadership:** Having supportive and responsive school leadership can	**Description: :** Through these evidence-based strategies, we will promote staff retention and recruitment by focusing on professional development, mentorship, a positive work environment, supportive leadership, and a collaborative atmosphere. Additionally, these strategies support school divisions in ensuring that recruitment practices lead to hiring, placing, and retaining high-quality teachers and staff with critical expertise in the schools and classrooms most in need of support.

significantly improve teachers' job satisfaction and retention. 5. **Collaborative Work Environment:** Encouraging a collaborative and collegial work environment where teachers can share ideas and resources can foster a sense of community and professional fulfillment.	
Student Measure #1: Samuel W. Tucker will assess student growth with the goal of achieving a 10% increase in each MAP administration during the winter and spring testing periods. This will be supported by targeted professional development focused on ELA and SWD.	**Student Measure #2:N**/A
Staff Measure #1: Samuel W. Tucker will evaluate staff members based on the amount of professional development they have received both from within the district and externally to see how that has improved students' academic and social outcomes through MAP, SOL and DESSA.	**Staff Measure #2:** Samuel W. Tucker will assess teacher collaboration by attending team-level meetings and ensuring that teams are also meeting outside of the scheduled PLC sessions. The goal is a grade level team to have these collaboration meetings at least twice a month. These additional meetings will provide opportunities for teachers to share ideas to improve student achievement.

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	Budget (local, state, federal funds)	Status	Notes/Links
1. Offering high-quality and targeted professional development within and outside the school to support staff growth based on the reading, math and science rubric ,ultimately enhancing academics when it comes to rigor, engagement and social-emotional learning outcomes for all students with a laser focus on EL and SWD.	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach	Federal (Title 1) $20,000	Not started	

2. Allocate time for weekly professional learning community (PLC) and collaborative meetings for teachers to foster a collaborative work environment and establish a consistent time and space for staff collaboration at Samuel W. Tucker.	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach • Instructional Coaches		Not started	
3. The leadership will participate in recruitment fairs and partner with the Howard University teacher preparation program to recruit and hire high-quality teachers, specifically targeting diverse teachers for the student population at Samuel W. Tucker Elementary.	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach • Instructional Coaches • Lead Teachers • Mentor School Building Coordinator		Not started	
4. To support staff growth, Samuel W. Tucker will have a School Improvement Coach/ Coordinator to keep staff informed about their data and school data with a laser focus on EL and students with disabilities This will enable Samuel W. Tucker to make informed decisions using data to ensure that Samuel W. Tucker is on the path to reaching and exceeding the set shared	July 2024	June 2025	• Principal • Assistant Principals	Federal (Title 1): $ 103,827	Not started	

school goals for student achievement and social and emotional learning.						
5. Based on the summative and formative assessments, we utilized this data to deliver high-quality, evidence-based interventions for reading, math, and science. Additionally, a stipend will be provided for those involved in after-school tutoring.	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach • Instructional Coaches	Federal (Title 1) $17,727	Not started	
6. Samuel W. Tucker will implement a mentorship program to help support new teachers. Mentors and teachers will meet monthly to ensure they feel supported at Samuel W. Tucker.	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach • Lead Mentor		Not started	
7. A Community & Schools Services Family Engagement Outreach goal is to engage families in the educational process, provide them with resources and support, and create a collaborative environment where students can thrive academically and emotionally with a target focus on the ELL population. In addition, it supports teachers in building relationships with families.	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach	Federal (Title 1) $40,000	Not started	

Samuel W. Tucker Elementary will hire a family liaison to support our family engagement efforts. This role will help organize family engagement events and nights, with the goal of improving attendance, boosting academic achievement, and ensuring that our families feel connected to and valued within our community. With a strong focus on Hispanic and EL students families, we aim to improve achievement, attendance, and involvement within our school community.					Not started	

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): ● Lack of adherence and consistency to tier 1 at the teacher level. ● Our English Learner students may face cultural and language barriers that affect their engagement with the school system. This could lead to higher rates of absenteeism as they may struggle to adapt to the educational environment or may feel disconnected from the school community due to linguistic or cultural differences. ● The transient nature of our English Learner students traveling to and from could lead to inconsistent attendance patterns.	
SMART Goal Statement: At the start of SY 2023, Samuel W. Tucker endeavors to diminish the 10 % from the preceding academic year's 17% by either 10% or to attain a percentage below 10% by the conclusion of the 2024-2025 school year, employing the Three Tiers Framework.	
(Evidence-based) Strategy Name: **Tier of Evidence:** Three Tiers Framework Academic Review Report **Academic Review** The Attendance Spreadsheet Using the three-tier framework will guide us on how and when we track data The Attendance Spreadsheet will demonstrate our data tracking and decision-making processes. Additionally, we'll use the academic review to develop strategies to help Samuel W. Tucker reach its goals.	**Description:** The Three Tiers Framework is an educational strategy designed to address students' diverse learning needs effectively. It consists of three tiers: Tier 1 provides universal support through high-quality instruction to all students, Tier 2 offers targeted interventions for those who require additional assistance, and Tier 3 delivers intensive, individualized support to students with persistent challenges. By identifying needs early and providing tailored interventions, the framework aims to promote academic success and positive outcomes for students at various levels of proficiency. Additionally, we will utilize the academic review report as a tool to enhance our structure, procedures, and methods for capturing attendance data.
Student Measure #1: This measure would track individual students' attendance rates over time to assess whether they are attending school more regularly as a result of interventions implemented within the Three Tiers Framework.	**Student Measure #2:** We will assess students by grade level to promote consistency across grades through the implementation of teacher-student relationships and engagement.
Staff Measure #1: Implementation Fidelity: This measure would assess how faithfully staff members are implementing the interventions outlined in the Three Tiers Framework. It could involve regular observations,	**Staff Measure #2: Professional Development Participation:** This measure would track staff engagement in training sessions or professional development opportunities related to the Three Tiers Framework and strategies for reducing chronic absenteeism. It would indicate the extent to which staff members are equipping themselves with the knowledge and skills necessary to effectively support students in improving attendance.

checklists, or surveys to ensure that staff members are following the prescribed protocols effectively.	

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	Budget (local, state, federal funds)	Status	Notes/Links
1. Samuel W. Tucker presents and discusses our School Wide Attendance Initiative through various communication channels at events such as Back-to-School Night, Heritage Night, Principal & Coffee, PTA Meetings,and Parent & Teacher Conferences during our family engagement nights. This will involve providing updates on our advancement towards achieving the school-wide objective and our collective goal. Additionally, we will address individual student goals and status privately, emphasizing the importance of reaching these targets: ● Following ACPS district attendance policy by implementing & enforcing the attendance policy with greater fidelity this year. ● Increasing school-wide messaging through family engagement nights, parents & teachers conferences and incentives for those who improve their attendance and those who have	July 2024	June 2025	● Principal ● Assistant Principals ● School Improvement Coach ● Teachers ● Social Worker ● SST Team		In progress (~50%)	

achieved 0-2 absences each quarter.						
2. Quarterly Parents-Students Attendance Meetings will take place. Invitations to these meetings will be extended to parents whose students are identified as potentially at risk of missing 10% or more of the school year. This may include: ● Parents of the students who have historical chronic absenteeism concerns from the previous school year. ● Parents of the students who have already begun to show an excessive number of days absent in Quarter 1. ● During the student attendance meetings, the emphasis will be on collaborating with students and their families to identify and alleviate barriers that affect the consistent attendance of students at school.	July 2024	June 2025	● Principal ● Assistant Principals ● School Improvement Coach ● Teachers ● Social Worker ● SST Team		In progress (~50%)	
3. Samuel W. Tucker uses the Three Tiers Framework to reduce the chronic absenteeism percentage and address our chronic absetessim's root cause. ● **Tier 1** strategies aim to encourage better attendance for all students and prevent absenteeism before it affects achievement.	July 2024	June 2025	● Principal ● Attendance Team ● School Improvement Coach	Federal (Title 1): $10,000 check and connect conference	In progress (~75%)	Attendance Check & Connect PD Team was not able to go to Check & Connect Conference

• **Tier 2** interventions are designed to remove barriers to attendance for students at greater risk of chronic absenteeism, such as those who missed 10% of the school year, the standard definition of chronic absenteeism. These students and families should receive personalized attention as part of the engagement strategy.
• **Tier 3** interventions provide intensive support to students missing the most school, often involving not just schools but other agencies such as health, housing and social services, and typically requiring case management customized to individual student's challenges. Students missing 20% or more of the school year benefit from the addition of this intensive level of support.
 	
• Professional Development -Check & Connect
  ○ Check & Connect Conference
  ○ Leaders acquired a systematic approach and received practical steps to tackle chronic absenteeism.
						Team going to a Conference in February 2025

4. Creating and maintaining a welcoming,	July 2024	June 2025	• Principal		In progress (~75%)	

safe environment for all students. ● Calm-down corners have been implemented in every classroom to create a safe and welcoming student environment. This initiative aims to support student's social and emotional learning, fostering a desire to attend school, with the presence of a calm-down corner contributing to their overall well-being. ● Having monthly attendance awareness activities.(Students and staff dressing up as Superheroes.). ● Using PLCs as a standing agenda item to discuss. attendance/strategies ● Differentiating the needs of the students/ based on grade level when having data talk and getting feedback. ● Celebrating teachers and classrooms with good attendance by giving teachers gift cards and students pizza parties.			● Assistant Principals ● Improvement Coach, ● Teachers ● Instructional Coaches ● Student Support Team			
5. Comprehensive Needs Assessment (CNA) ● Using the CNA process as an assessment which identifies the school's strengths and	July 2024	June 2025	● Principal ● Assistant Principals ● School Improvement Coach		In progress (~75%)	

weaknesses and areas where improvement is needed when it comes to chronic absenteeism.			• CNA Team			
6. Samuel W. Tucker will conduct a monthly lease verification Audit to ensure that the student has current leases and is zoned and assigned to Samuel W. Tucker Elementary.	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach • Attendance Clerk		In progress (~50%)	
7. To improve our chronic absenteeism rate, we will hold quarterly Family Engagement Nights to emphasize the importance of school attendance. This will also include Title 1 meetings for families. These events will facilitate two-way communication with families and allow us to discuss data and next steps. We will provide food, and childcare for our families.	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach • Teachers • Social Worker • SST Team	Federal (Title 1) $3,406	In progress (~75%)	

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)
Evidence: Communication advertising the event (emails, letters, Parent Square, Family Engagement Nights, Parents & Teachers Conferences) **Artifacts:**	

• Sign-In Sheets • Parent Square (ParentSquare Posts) • PowerSchool • Quarter 1 (Less Than 10%) Certificates	
Evidence: Communication (emails, letters, Parent Square) between school officials and parents regarding students' inconsistent attendance rates. **Artifacts:** • **2023-2024 ATTENDANCE DATA** See Tab: Summer Letters & High FLyers • Attendance Tiers Quarter 1	
Evidence: Correspondence, including certified letters, between ACPS school officials and parents addressing students' irregular attendance rates, along with meeting notes outlining the subsequent steps to enhance overall chronic absenteeism. **Artifacts:** Attendance Records. Meeting schedule invitations, email correspondence, and notes outlining forthcoming action steps. • **2023-2024 ATTENDANCE DATA** • **See Tab August-December Meeting Notes**	
Evidence: Meeting agenda, minutes , google document and excel sheet **Artifacts:** • **2023-2024 ATTENDANCE DATA** See Tab: Summer Letters, High FLyers, Aug-Dec.Meeting Notes Tiers 1-3 • Attendance Tiers Quarter 1 • Professional Development VDOE Presentation 1	

• Professional Development VDOE Presentation 2 • Professional VDOE Presentation- 3	
Artifacts: • **ParentSquare Posts** • **Spirit Week Winner Poster.jpg** • **Samuel W. Tucker's Calm Down Corners**	

Evidence/Artifacts:
• Academic Review- Chronic Absenteeism Tool
• CNA- Phase 1
• CNA- Phase 2
• CNA- Phase 3 & 4
  ○ Problem Statements
  ○ Fishbone Diagrams	

Domain IV: School Climate Supports	
Barrier(s): 1. Positive behavior intervention and support are not being implemented with complete fidelity. 2. There isn't 100% teacher investment in school-wide PBIS celebrations. 3. Lack of involvement from committee members.	
SMART Goal Statement: At the start of SY 2023 and by the end of SY 2025, Samuel W. Tucker aims to reduce behavior referrals by 10% or greater through the implementation of Positive Behavior Interventions and Supports (PBIS).	
(Evidence-based) Strategy Name:Positive Behavior Interventions and Support **Tier of Evidence: Strong** **Tier 1 Universal:**Who: All students in all Setting, which includes expectations signage, school-wide rewards, and social-emotional skills lessons.	**Description:** Samuel Tucker Elementary School will utilize the Positive Behavior Intervention Supports (PBIS) Continuum Response Strategies flowchart and Tiered Fidelity Inventory to reduce behavior referrals by 10% or greater. These initiatives are organized into five actionable items

Tier 2 Targeted/Selected: Who: Classroom or Small Group Setting (10-20%) **Tier 2 Targeted/Intensive:** Who: Individual Interventions (3-5% of students)	
Student Measure #1: With the use of Class Dojo, our goal is to have 85% of students actively engaged in understanding and following schoolwide expectations/rules.	**Student Measure #2:** Samuel W. Tucker aims to reduce behavior referrals by 10% or greater through the implementation of Positive Behavior Interventions and Supports (PBIS).
Staff Measure #1: Through Class Dojo, we will assess teachers' fidelity in using Class Dojo as an incentive to promote positive behavior.	**Staff Measure #2:** We will evaluate teachers based on the number of discipline referrals that require administrative support versus Tier 1 interventions in the classroom.

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	Budget (local, state, federal funds)	Status	Notes/Links
1. SST members and Administrators will first participate in and then provide turn-around training/ professional learning to Teachers on: ● Use of PBIS, SEAL/RULER, ROARS (class SEL lessons), and Restorative Practices as equitable practices to support students' social, emotional and behavioral needs as a Tier 1 support ● Tiger Tickets & Class Dojo points ● Discipline referral process	July 2024	June 2025	● Principal ● Assistant Principals ● School Improvement Coach ● PBIS Coach		Not started	

● MTSS and SST support						
2. A PBIS Committee will be formed & roles will be identified. The committee will meet monthly to: ● Review discipline data reports ● Plan grade level appropriate PBIS activities ● Manage/ make decisions on the implementation of SEAL and ROARS lessons ● Determine how to use and implement school-wide Tiger Tickets ○ School store opportunities (quarterly) ○ SWPBIS Celebrations ○ Monthly Raffles (+40 tickets to enter) ■ Movie Tickets ■ Emotions Tiger Stuffy ● Develop, implement, and maintain the PBIS matrix signage throughout the school building	July 2024	June 2025	● Principal ● Assistant Principals ● School Improvement Coach ● PBIS Coach		Not started	
3. Discipline referral data and Class Dojo point data will be used to monitor students' growth in meeting schoolwide/ class expectations. ● Discipline data will be monitored and analyzed monthly ● Trends identified in data analysis will be shared	July 2024	June 2025	● Principal ● Assistant Principals ● School Improvement Coach ● PBIS Coach		Not started	

• PBIS implementation will be adjusted based on areas of need identified in the data analysis • Coaching and other supports will be provided as needed						
4. Through the PBIS framework, a greater emphasis will be placed on SEAL throughout the school year. Specifically, the teaching of ROARS lessons and the new implementation of the CALM CORNER in all classrooms. These efforts will support students in meeting schoolwide/ class expectations. • Trends identified in data analysis will be shared • Coaching and other supports will be provided as needed	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach • PBIS Coach		Not started	
5. Samuel W. Tucker will utilize the Tiered Fidelity Inventory document to develop the PBIS Action Plan to improve PBIS School-Wide. • The PBIS Team and Administration will enhance data collection methods and engage in collaborative discussions on effectively categorizing specific behaviors for teachers and staff.	July 2024	June 2025	• Principal • Assistant Principals • School Improvement Coach • PBIS Coach		Not started	
Engage students in extended learning experiences (i.eJamestown and Science themed field trips and STEAM or PBIS assemblies) to support content	July 2024	July 2025	• Principal • Assistant Principals	$10746.45	Not started	

and academic/social emotional learning to increase their involvement in school. The staff will develop these experiences that will engage students in learning more and wanting to come to school.			• School Improvement Coach • Team Leads			

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)**