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
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: Jerylen Daniels	**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) with a focus on students with disabilities in reading, math, and science. Additionally, the CNA process will center on our Hispanic student population, specifically targeting reading, math, and science performance in grades 3–5, where there has been a noticeable decline in SOL scores. It is also important to note that Hispanic students represent the highest percentage of chronic absenteeism.

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)**

Problem Statement:

Our ESSA Annual Target and Long-Term Goal for reading proficiency is 68%, but our current proficiency rate is 58%, falling short by 10 percentage points. Specifically, our English Learner (Hispanic) students and Students with Disabilities (SWD) are not meeting proficiency expectations in reading, as reflected in our SOL Reading and MAP assessment data.

Barrier(s):

- 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.

- 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 2026, 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 2026 Virginia Standards of Learning Assessments.

Strategy

(Evidence-Based) Strategy Name:	Providing Reading Interventions For Students in Grades K-5	**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).
Tier of Evidence:	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		

Strategy

(Evidence-Based) Strategy Name:	**Guided Language Acquisition Design**	**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
Tier of Evidence:	Strong **Project GLAD** **Tier 1 Instruction** a. Content and Language Objectives		

	b. Collaborative Structures c. Visuals and Graphics d. Explicit Instruction e. Integrated Curriculum f. Scaffolding g. Cultural Responsiveness		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).

Measures

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.	**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.
Student Measure #2:	At least 70% of 2nd-5th grade students meeting projected growth for each administration (Fall, Winter & Spring).	**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.

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
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 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.	• Principal • Assistant Principals • ELA Instructional Coach • Reading Interventionists • School Improvement Coach	July 2025	Jun. 2026	In progress …	
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 c. Visuals and Graphics	• Principal • Assistant Principals • ELA Instructional Coach • Reading Interventionists	July 2025	Jun. 2026	Not started	

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	d. Explicit Instructions e. Scaffolding f. Cultural Responsiveness	• School Improvement Coach • EL Team				
3	Through the reading walkthrough rubric; conduct walkthroughs of English Language Arts (ELA) 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 ELA block.	• Principal • Assistant Principals • ELA Instructional Coach • Reading Interventionists • School Improvement Coach	July 2025	Jun. 2026	Not started	
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	• Principal • Assistant Principals • ELA Instructional Coach • Reading Interventionists	July 2025	Jun. 2026	Not started	

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	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).	• School Improvement Coach				
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 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.	• Principal • Assistant Principals • ELA Instructional Coach • Reading Interventionists • School Improvement Coach • Book Buddies Volunteers	July 2025	Jun. 2026	Not started	

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
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 for a lifetime of independent reading.	• Principal • Assistant Principals • ELA Instructional Coach • Reading Interventionists • School Improvement Coach	July 2025	Jun. 2026	Not started	

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
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.	• School Improvement Coach • ELA Instructional Coach • EL Team • Homeroom Teachers	July 2025	Jun. 2026	Not started	
8	The Literacy Instructional Coach will demonstrate evidence-based strategies for teachers and conduct 6-8 week coaching cycles to strengthen their Tier	• Principal • Assistant Principals	July 2025	Jun. 2026	Not started	

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	1 instruction. Additionally, the coach will provide support for Tier 2 and Tier 3 instruction to benefit English learners and students with disabilities	• Literacy Instructional Coach • School Improvement Coach				
9	To better support our students, especially those with disabilities and English Learners (EL), we are training our teachers in the Orton-Gillingham approach. This method is structured and multi-sensory, designed to teach reading, writing, and spelling. While it is primarily used for students with dyslexia and other language-based learning differences, it can benefit all students learning to read.	• Principal • Assistant Principals • Literacy Instructional Coach • School Improvement Coach • Reading Interventionist • EL Lead • Special Education Lead	July 2025	Jun. 2026	Not started	
10	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	• Principal • Assistant Principals	July 2025	Jun. 2026	Not started	

Reading: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	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 in the MAP assessments and their own progress.	• Literacy Instructional Coach • School Improvement Coach				
11	Our 4th-grade students will take a field trip to Jamestown, building on the book they are reading in class to enrich their background knowledge and support their comprehension.	• Principal • Assistant Principals • Literacy Instructional Coach • School Improvement Coach	July 2025	Jun. 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)
Aug. 2025	•	•	
Sept. 2025	•	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	
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:

The current math proficiency rate is 51%, which is 12 percentage points short of the 63% target. Student achievement also declined slightly, with the percentage of students performing at or above grade level dropping from 39% in the fall to 38% in the winter. Additionally, fewer students met their MAP growth expectations from fall to winter. Of particular concern, 73% of Hispanic students in grades 2–5 fall within the red or orange performance bands, signaling below-average achievement in math.

Barrier(s):

- 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.
- 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.
- 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 2026, 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 2026 Virginia Standards of Learning Assessments.

Strategy

(Evidence-Based) Strategy Name:	**5 Math Process Goals**	**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).
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) ● 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		

Measures

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.	**Staff Measure #1:**	70% of teachers (2nd-5th) are implementing differentiated instruction, as evidenced by observations during math walkthroughs.
Student Measure #2:	At least 70% of 2nd-5th grade students meeting projected growth for each administration (Fall, Winter & Spring).	**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.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
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.	● Principal ● Assistant Principals ● Math Instructional Coach	July 2025	Jun. 2026	Not started	

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
		• School Improvement Coach				
2	Conduct quarterly collaborative meetings with co-teachers and grade levels to facilitate highly effective planning, unpack standards, support differentiated instruction, and ensure alignment.	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach	July 2025	Jun. 2026	Not started	
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.	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach • After School Tutoring Coordinator	July 2025	Jun. 2026	Not started	

Mathematics: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
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.	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach	July 2025	Jun. 2026	Not started	
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.	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach	July 2025	Jun. 2026	Not started	
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	• Principal • Assistant Principals • Math Instructional Coach	July 2025	Jun. 2026	Not started	

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	instructional staff, aligned with the rubric, to ensure rigor and engagement during the math block.	• School Improvement Coach				
7	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 in the MAP assessments and their own progress.	• Principal • Assistant Principals • Math Instructional Coach • School Improvement Coach	July 2025	Jun. 2026	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)
Aug. 2025	•	•	

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 I: Academic Supports

Content Area:	Science

Problem Statement:	The proficiency rate on the Spring Benchmark was 47%, which is 28 percentage points short of the 75% target. Student achievement declined, with the percentage of students performing proficient dropping from 63.8% in the fall to 47% in the spring. 26.7% of Hispanic students scored proficient on the Spring Benchmark, signaling below-average performance. Our school is not meeting the needs for students on the Benchmark assessment.	**Barrier(s):**	• The 5th-grade benchmark assessments and SOL are written at a 5th-grade reading level, which can pose challenges for students with disabilities and English learners due to language barriers and the complexity of the vocabulary. • There is 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 2025 to June 2026, 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 an increase of 10%.

Strategy

(Evidence-Based) Strategy Name:	Inquiry Based Science Instruction	**Description:**	Providing Tier 1 instruction with a focus on alignment and the inquiry cycle, with the goal of helping students explore content to develop conceptual understanding. Collaboration with the special education and EL teachers to ensure that
Tier of Evidence:	Strong • 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 • Incorporating GLAD strategies in alignment with the 5E framework • Modeling of effective best practices		students with disabilities and English learners have access to differentiated learning opportunities.
(Evidence-Based) Strategy Name:	Extended Learning Opportunities	**Description:**	Targeted ELO that focus on additional opportunities for sense making in low performing standards.
Tier of Evidence:	**Select Tier of Evidence** • After School- Tutoring • Intersession • IXL		

Measures

Student Measure #1:	70% of Grade 5 students, including those with disabilities and English learners, will demonstrate proficiency on division common unit assessments.	**Staff Measure #1:**	70% of teachers foster student sensemaking by providing opportunities for meaningful discourse.
Student Measure #2:	70% of students in grades 3–5 use their	**Staff Measure #2:**	70% of teachers use questioning techniques that

own language (English & drawings etc.) when engaging in an activity, before science-specific vocabulary is introduced to support conceptual understanding.	enhance student thinking and engage a diverse group of learners.

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
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.	● Principal ● Assistant Principals ● Science Instructional Coach ● School Improvement Coach ● EL Team	July 2025	Jun. 2026	Not started	

Science: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	○ Based on science walk through data, 5 teachers will go through a coaching cycle with the science instructional coach					
2	Teachers will integrate the GLAD strategies into lesson plans and classroom teaching practices during the appropriate stage of the inquiry cycle targeting our EL students.	● Principal ● Assistant Principals ● Science Instructional Coach ● School Improvement Coach ● EL Team	July 2025	Jun. 2026	Not started	
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	● Principal ● Assistant Principals ● Science Instructional Coach ● After School & Intersession Coordinators	July 2025	Jun. 2026	Not started	

Science: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	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.	● School Improvement Coach				
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.	● Principal ● Assistant Principals ● Science Instructional Coach ● School Improvement Coach	July 2025	Jun. 2026	Not started	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Aug. 2025	•	•	
Sept. 2025	•	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

Science: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence

Q1	Select Option	[Insert link to Q1 pre-work]
Q2	Select Option	[Insert link to Q2 pre-work]
Q3	Select Option	[Insert link to Q3 pre-work]

Domain II: Staffing Supports

Problem Statement:

Barrier(s): •

SMART Goal Statement:

Strategy

(Evidence-Based) Strategy Name:

Tier of Evidence: Select Tier of Evidence

Description:

Measures

Student Measure #1:

Staff Measure #1:

Student Measure #2:

Staff Measure #2:

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1			Sept. 2025	Sept. 2025	Not started	
2			Sept. 2025	Sept. 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)
Aug. 2025	•	•	
Sept. 2025	•	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 2026	•	•	

Staffing: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
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):**	•
SMART Goal Statement:			

Strategy

(Evidence-Based) Strategy Name:		**Description:**	
Tier of Evidence:	Select Tier of Evidence		

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	Budget
1			Sept. 2025	Sept. 2025	Not started	
2			Sept. 2025	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)
Aug. 2025	•	•	
Sept. 2025	•	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 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)**
Apr. 2026	•	•	
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 - 1

Problem Statement:

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 2025-2026 school year, employing the Three Tiers Framework.

Strategy

(Evidence-Based) Strategy Name: Three Tiers Framework

Tier of Evidence: Strong

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

	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.	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.

Measures

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.	**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, checklists, or surveys to ensure that staff members are following the prescribed protocols effectively.
Student Measure #2:	We will assess students by grade level to promote consistency across grades through the implementation of teacher-student relationships and	**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

	engagement.	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.

School Climate 1: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
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	● Principal ● Assistant Principals ● School Improvement Coach ● Teachers ● Social Worker ● SST Team	July 2025	Jun. 2026	Not started	

School Climate 1: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	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 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	● Principal ● Assistant Principals ● School Improvement Coach ● Teachers ● Social Worker ● SST Team	July 2025	Jun. 2026	Not started	

School Climate 1: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	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.					
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. ● **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	● Principal ● Attendance Team ● School Improvement Coach	July 2025	Jun. 2026	Not started	

School Climate 1: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	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.					
4	Creating and maintaining a welcoming, 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	● Principal ● Assistant Principals ● Improvement Coach ● Teachers ● Instructional Coaches ● Student Support Team	July 2025	Jun. 2026	Not started	

School Climate 1: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	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.					
5	Comprehensive Needs Assessment (CNA) ● Using the CNA process as an assessment which identifies the school's strengths and weaknesses and areas where	● Principal ● Assistant Principals	July 2025	Jun. 2026	Not started	

School Climate 1: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	improvement is needed when it comes to chronic absenteeism.	• School Improvement Coach • 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.	• Principal • Assistant Principals • School Improvement Coach • Attendance Clerk	July 2025	Jun. 2026	Not started	
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.	• Principal • Assistant Principals • School Improvement Coach • Teachers • Social Worker • SST Team	July 2025	Jun. 2026	Not started	

School Climate 1: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Aug. 2025	•	•	
Sept. 2025	•	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

School Climate 1: 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 - 2

Problem Statement:

Barrier(s):

- Positive behavior intervention and support are not being implemented with complete fidelity.
- There isn't 100% teacher investment in school-wide PBIS celebrations.
- Lack of involvement from committee members.

SMART Goal Statement: At the start of SY 2023 and by the end of SY 2026, Samuel W. Tucker aims to reduce behavior referrals by 10% or greater through the implementation of Positive Behavior Interventions and Supports (PBIS).

Strategy

(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

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.

	signage, school-wide rewards, and social-emotional skills lessons. **Tier 2 Targeted/Selected:** Who: Classroom or Small Group Setting (10-20%) **Tier 2 Targeted/Intensive:** Who: Individual Interventions (3-5% of students)	

Measures

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.	**Staff Measure #1:**	Samuel W. Tucker aims to reduce behavior referrals by 10% or greater through the implementation of Positive Behavior Interventions and Supports (PBIS).
Student Measure #2:	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.

School Climate 2: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	SST members and Administrators will first participate in and then provide	• Principal	July 2025	Jun. 2026	Not started	

School Climate 2: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	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 ● MTSS and SST support	● Assistant Principals ● School Improvement Coach ● PBIS Coach				
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	● Principal ● Assistant Principals ● School Improvement Coach ● PBIS Coach	July 2025	Jun. 2026	Not started	

School Climate 2: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	○ 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					
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 ● PBIS implementation will be adjusted based on areas of need identified in the data analysis ● Coaching and other supports will be provided as needed	● Principal ● Assistant Principals ● School Improvement Coach ● PBIS Coach	July 2025	Jun. 2026	Not started	

School Climate 2: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
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	● Principal ● Assistant Principals ● School Improvement Coach ● PBIS Coach	July 2025	Jun. 2026	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.	● Principal ● Assistant Principals ● School Improvement Coach ● PBIS Coach	July 2025	Jun. 2026	Not started	
	Engage students in extended learning experiences (i.eJamestown and Science	● Principal	July 2025	Jun. 2026	Not started	

School Climate 2: Action Plan						
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**	**Budget**
	themed field trips and STEAM or PBIS assemblies) to support content 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.	• Assistant Principals • School Improvement Coach • Team Leads				

School Climate 2: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Aug. 2025	•	•	
Sept. 2025	•	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	

School Climate 2: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Feb. 2026	•	•	
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

School Climate 2: 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)]