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:

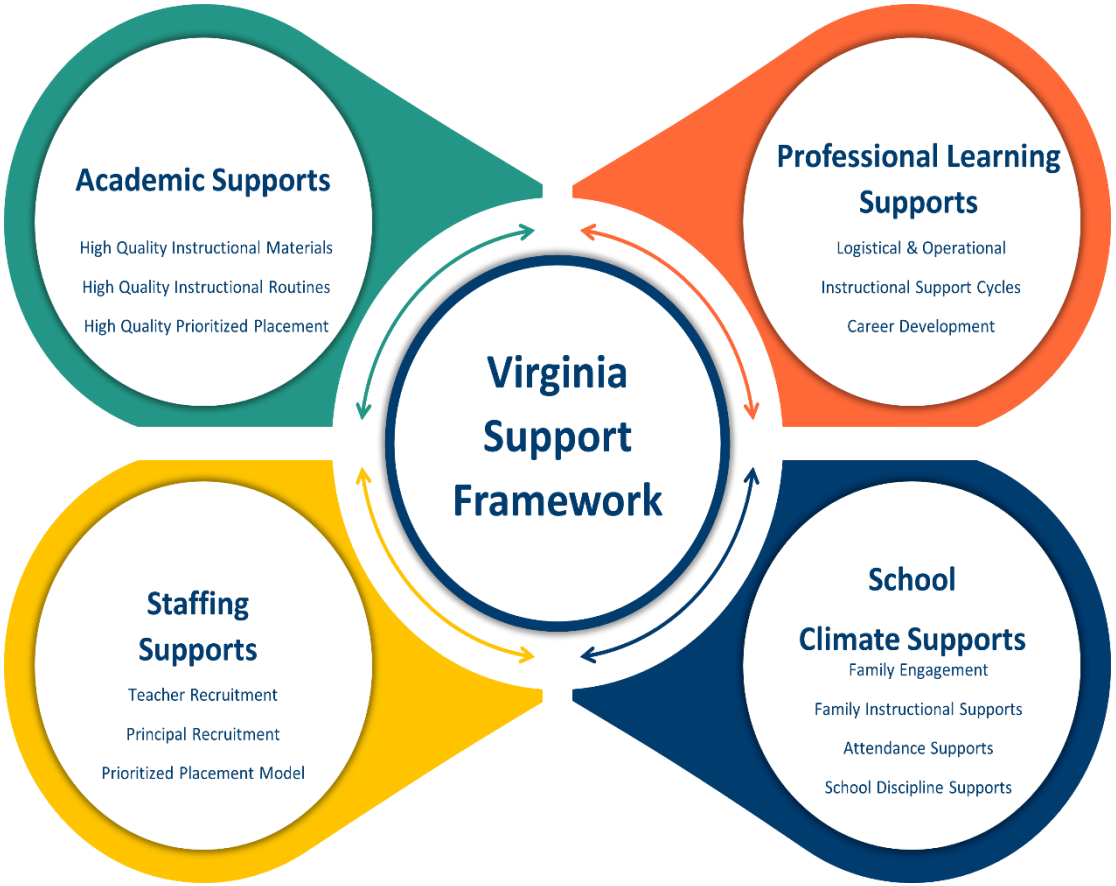
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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: William Ramsay**
Principal: Nefertiti Hunter-Holbeck	**Designations (if applicable): Comprehensive Support and Improvement (CSI)**

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-based research-based strategies, and developing, implementing, monitoring, and evaluating the plan.

- The School Improvement Team (SIT), which consists of administrators, team leaders, instructional coaches, and members of the Student Support Team (SST), will conduct a needs assessment annually. SIT members will analyze student performance data, attendance records, discipline reports, and curriculum alignment to identify areas of strength and weakness.
- The SIT, with support from instructional coaches, will collaborate to identify evidence-based instructional strategies and interventions. To stay updated with effective practices, they will review educational research, attend workshops, and engage in professional development.
- The SIT, along with support from the Title 1 School Improvement Coach, will draft and monitor the school improvement plan (SIP). Monthly meetings, brainstorming sessions, and collaborative improvement science tools will be used to develop clear goals, action steps, and timelines.
- Teachers, administrators, and support staff are responsible for implementing the strategies outlined in the improvement plan. Professional development workshops and learning communities (PLC), coaching sessions, and peer collaboration will support effective implementation.
- Administrators, instructional coaches, and the Title 1 School Improvement Coach will routinely gather data and track the implementation progress of essential actions and EBIs. This data will undergo analysis, and any necessary adjustments to strategies will be deliberated during weekly coach/administrator meetings, as needed.

Domain I: Academic Supports	Content Area: Math

Barrier(s):

- Non-Native English speakers may struggle with understanding math vocabulary and concepts presented in a language they're still acquiring.
- There is inconsistent Tier 1 instruction across classrooms and grade levels.
- High number of novice teachers who lack knowledge of implementation and structure of math workshop
- Inconsistent use of manipulatives and lack of teacher understanding of specific use tied to Standards of Learning

SMART Goal Statement:

From Fall 2024 to June 2025, we will increase the percentage of all students passing the VA Math SOL from 88% to an accreditation adjusted 90%.

(Evidence-based) Strategy Name:	**Description:**
Assisting struggling students with Math: ● Sub-category 1: Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. ● Sub-category 3: Representations: Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures. Source: https://ies.ed.gov/ncee/WWC/PracticeGuide/26 **Tier of Evidence:** Tier 1-Strong	We will provide a multi-tiered system of support by providing intense, systematic intervention for students identified below the benchmark using AMC (K-1) and MAP Growth assessments (2-5).
Student Measure #1: Every MAP administration, MAP Growth Winter and Spring, students in 2nd through 5th grades will meet or exceed their projected growth goal as measured by the student growth summary report at the end of the plan.	**Student Measure #2:** Every winter and spring, Assessing Math Concepts (AMC) by Kathy Richardson by students in kindergarten and 1st grade will meet or exceed their projected goal as measured by the grade level growth table at the end of the plan.
Staff Measure #1: After receiving professional development on utilizing concrete and semi-concrete representations during tier 1 instruction, teachers will demonstrate the application of strategies 75% of the time, as measured by monthly fidelity checks using a common monitoring tool. Monitor the participation and effectiveness of PLCs focused on sharing best practices, problem-solving, and refining instructional strategies related to systematic instruction and representations in mathematics.	**Staff Measure #2:** Every month, teachers will implement the intervention programs with 90% fidelity, as measured by fidelity checks using a common monitoring tool.

Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**
1. Schedule and administer the AMC (K-1) and MAP Growth assessments at the beginning, middle, and end of the academic year to identify students performing below benchmarks.	Fall: Sept 2024 Winter: Dec 2024 Spring: March 2025	Fall: Oct 2024 Winter: Jan 2025 Spring: April 2025	Math Coach/Interventionist Administrators	N/A
2. Analyze assessment results to identify students who require support in mathematics due to performing below benchmarks.	Fall: Sept 2024 Winter: Dec 2024 Spring: March 2025	Fall: Oct 2024 Winter: Jan 2025 Spring: April 2025	Math Coach/Interventionist Administrators	N/A
3. Assess the use of concrete and semi-concrete representations during instruction and intervention to determine their effectiveness by collecting samples of instructional materials and documenting the types of manipulatives used (e.g., counting blocks, charts, and fraction strips).	September 2024	May 2025	Math Coach/Interventionist Administrators	
4. Implement interventions to support students in improving their mathematical skills and understanding	October 2024	May 2025	Math Coach/Interventionist Administrator	If continue with tutor might use All In funds
5. Observe classroom instruction and intervention sessions to assess the use of concrete and semi-concrete representations.	October 2024	May 2025	Math Coach/Interventionist Administrators	N/A

6. Facilitate Professional Learning Communities (PLCs) focused on sharing best practices, problem-solving, and refining instructional strategies related to systematic instruction and representations in mathematics.	August 2024	May 2025	Math Coach/Interventionist Administrators	N/A
7. Conduct classroom observations to assess the fidelity with which staff members implement systematic instruction and use concrete and semi-concrete representations during interventions.	September 2024	May 2025	Math Coach/Interventionist Administrators	N/A
8. Provide constructive feedback to staff based on observations, highlighting areas of strength and areas for improvement.	September 2024	May 2025	Math Coach/Interventionist Administrators	N/A
9. Engage teachers in professional development on the new VDOE Standards/*ACPS Curriculum* through division-led PD, PLCs, and staff meetings.	August 2024	June 2025	Math Coach/Interventionist Administrators	Not sure if we would need funds to send any staff members to "possible" trainings (math conferences NCTM, NCSM

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)

Number of students demonstrating growth. Compare scores from the beginning, middle, and end of the year via grade-level data spreadsheets.	
Provide data on the progress of students who received interventions. Include pre- and post-assessment scores, progress monitoring data, and anecdotal evidence of improved understanding and performance in mathematics via grade-level data spreadsheets.	
Provide documentation from PLC meetings, including agendas, meeting minutes, and action plans. Highlight areas where best practices were shared, problems were solved collaboratively, and instructional strategies were refined.	
Show evidence of collaboration among staff members, such as shared lesson plans, collaborative projects, and peer observations. Highlight instances where teachers implemented strategies learned during PLC meetings in their classrooms.	
Share observation reports that detail the fidelity with which staff members implemented systematic instruction and utilized representations during interventions. Include areas of strength and areas for improvement identified during observations. Data will be documented through look-for data	
Document staff participation in professional development sessions or workshops related to systematic instruction and representations and the new VDOE standards and curriculum. Collect feedback from staff on the usefulness of the training and its impact on their teaching practices.	

Domain 1: Academic Supports	Content Area: Reading

Barrier(s):

- There is inconsistent Tier 1 instruction across classrooms and grade levels.
- High number of novice teachers
- Limited access to books at home
- Lack of phonics instruction
- Inconsistent reading performance
- High mobility of student population.
- High population of students who are chronically absent.

SMART Goal Statement:
From Fall 2024 to June 2025, we will increase the percentage of all students passing the VA Reading SOL from the accreditation-adjusted pass rate of 90% (on the Spring 2024 SOL results) to 95%.

By June 2025, we will increase the percentage of all students passing the VAALLS by 15% from the beginning of the year assessment to the end of the year assessment.
Baseline data: add Fall 2024 data

(Evidence-Based) Strategy Name:	Strategy Description:
K-3: Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade. 4-5: Providing Reading Interventions for Students in Grades 4-9. **Tier of Evidence:** Tier 1-Strong	We will provide a multi-tiered system of support by providing intense, systematic intervention for students identified below the benchmark using our universal screener (PALS Phonological Awareness Literacy Screening). **Strategy 1**: Teach students to decode words, analyze word parts, and write and recognize words. Once students know a few consonants and vowels, they can begin to apply their letter–sound knowledge to decode and read words in isolation or in connected text. Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology or have a knowledge of meaningful word parts in the language. **Strategy 2:** Provide purposeful fluency-building activities to help students read effortlessly. Fluency is the ability to read text accurately, with ease, expression, and appropriate pacing. This recommendation focuses on improving students' ability to read text with increased ease, accuracy and fluency. When students read fluently, they can turn their attention from sounding out the individual words to making sense of what they are reading.
Student Measure #1: 20% of students will Reduction of the number of VAALLS (K-3) identified students in grades K-2 by 20%. We will use VAALLS (K-3) and Bookworms (IDI) (4-5) quick checks that monitor targeted reading skills to monitor student progress.	**Student Measure #2:** Monthly DIBELS progress monitoring of Tier II & III students will be measured, with 90% of students meeting DIBELS AIM line of projected growth by the end of the year.
Staff Measure #1: Teachers will attend monthly PLC meetings regarding student data and implementation as measured by PLC agenda notes. Consider: After receiving	**Staff Measure #2:** Teachers will receive ongoing feedback about implementing their EBI. To indicate the intervention's successful implementation, teachers should receive 80% on the fidelity checklist.

Action Plan				
Action Steps (Describe the step and include who and how often it will be implemented)	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget** (local, state, federal funds)
1. Engage teachers in ongoing professional development on the science of reading (e.g., Bookworms, RGR, DIBELS) through division-led PD during Teacher Return Week and weekly PLCs during the beginning of the year	Aug. 2024	Nov. 2024	Admin, Literacy Instructional Coach Interventionist	
2. The literacy coach and school administration will conduct fidelity checks to monitor the implementation of EBIs weekly during the initial implementation and monthly thereafter.	Oct. 2024	April 2025	Admin, Literacy Instructional Coach	
3. Provide professional development sessions focused on enhancing teachers' understanding and implementation of the IDI Bookworms literacy program. Monthly PD sessions will cover topics such as differentiated instruction, literacy interventions, and effective use of instructional materials. Teachers will have opportunities to practice new strategies and receive feedback from peers and the literacy coach.	Oct. 2024	April 2025	Admin, Literacy Instructional Coach, Interventionist	

4. The literacy coach and school administration will facilitate PLC meetings, during which teachers collaborate to analyze student data from assessments (e.g., VAALSP, SOL, MAP Growth, DIEBELS, etc) and discuss instructional strategies. Teachers will share best practices, analyze student work samples, and set goals for improvement based on data trends.	Sept. 2024	June 2025	Literacy Coach School Improvement Coach	
5. The literacy coach will create a schedule for quarterly peer observations to ensure staff members have opportunities to observe instruction aligned with prescribed strategies.	Nov. 2024	May 2025	Literacy Instructional Coach	

Local Education Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
# of fidelity checks Coaches and administrators will perform walkthroughs and observations using the fidelity checklist as a progress monitoring tool to provide feedback to teachers. Coaches and administrators will meet with teams during PLCs to monitor student progress and adjust instruction. Teachers will be provided feedback about the implementation of their EBI on an on-going basis. Teachers should receive 80% on the fidelity checklist to indicate successful implementation of the intervention.	

Intervention Data Sheet Data will be used to adjust instruction within the intervention, monitor the fidelity of the intervention, and adjust students tiers.	
PLC calendar and agenda with notes Teams (including administrators and coaches) will meet monthly in PLCs to review student progress and adjust instruction.	

Domain I: Academic Supports	Science

Barrier(s):

- Students do not have opportunities to visit science-related outings or excursions outside of school-based field trips.
- Lack of formative assessments to track student progress over time

SMART Goal Statement:

From Fall 2024 to June 2025, students in 5th grade will demonstrate a 75% pass rate on the Science SOLS from the current (accreditation-adjusted) pass rate of 71%.

(Evidence-based) Strategy Name: (Evidence-Based) Strategy Name:	**Description:**
Inquiry-Based Learning Outdoor Education Programs **Tier of Evidence: N/A**	**Strategy Description:** Inquiry-based learning encourages students to actively explore scientific concepts through questioning, investigation, and experimentation through hands-on activities. Outdoor Education Programs enhance students' connection to nature and scientific literacy.
Student Measure #1: Students will reflect on their experiences before, during, and after experiential learning activities, providing insight into their understanding, growth, and areas for improvement.	**Student Measure #2:** We will gather feedback from students about their experiences through surveys, interviews or informal discussions to understand their perceptions and identify areas of improvement.
Staff Measure #1: ***Lesson plans*** created with active input from different stakeholders (i.e. teachers, coach/interventionist, SPED/EL teacher, administrator) incorporating experiential learning.	**Staff Measure #2:** Teachers will engage in a feedback protocol to provide feedback on various aspects such as student engagement, facilitation techniques, and alignment with standards of learning.

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**		
Conduct school-wide and/or grade-level professional development on Tier 1 Science standards of learning and experiential learning opportunities	August 2024	January 2025	Coach/Admin Team	
Collaborative planning among teachers, secondary science Instructional Specialist, science coach and grade-level administrator to create and modify lesson plans based on experiential learning opportunities through recurring PLC meetings on a monthly basis.	September 2024	June 2025	Coach/Admin Team	
Grade Level teams will provide experiential learning opportunities through field trips to the following locations: ● US Botanic Garden ● Skyline Caverns ○ SOL Standards 5.8 c & e	September 2024	June 2025	Science Coach	Skyline Caverns ($5000)

Local Education 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 of Progress (update monthly)	Analysis of Progress (update monthly)
Reflective surveys from professional development sessions	
Student reflections from grade-level Field Trips	
Lesson plans	
Teacher Reflection/Feedback document	
PLC Agendas and Meeting Notes	

Domain II: Staffing Supports

Barrier(s):

- Competing priorities
- Varying academic student needs
- Initiatives changes (e.g., curriculum)

SMART Goal Statement:

By June 2025, we will reduce the percentage of teachers who identify as burning out on the Virginia School Climate Survey by 5%.

Rationale:

By all measures of the 2023 Virginia School Survey of Climate and Working Conditions, staff at WRES are satisfied with their working condition. WRES staff responses indicate greater satisfaction here than our division, region, and state averages, except in the question related to burnout. 33.3% of WR staff selected YES in response to *"Burnout*: I am definitely burning out and have one or more symptoms of burnout, such as physical or emotional exhaustion." That percentage was lower than ACPS (25.6%) and the region (34%), but not the state average (31.8%).*

(Evidence-based) Strategy Name: Prioritizing initiatives **Tier of Evidence:** N/A	**Description:**
Student Measure #1: Twice a year students in grades 2-5 will complete a CSIP Staffing Support survey on student perception on teacher engagement.	**Student Measure #2:** 80% of Students will meet their projected growth from the data points of the teacher's PLP at the mid-year and end of year.

Staff Measure #1: Reduce the percentage of staff that identifies as burning out on the Virginia School Climate Survey by 5%.	**Staff Measure #2:** Coach/admin will meet monthly to review CSIP initiatives to analyze implementation measures and decide if initiatives should be revised both based on data and feedback from staff. The coach/admin team will identify "can dos" and "must dos" to help alleviate staff burnout.

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)
Coaches or admin will identify the essential events and activities beyond Central Office expectations using the Start-Stop-Continue protocol.	August 2024	June 2025	Coach/Admin Team	
Coaches and/or admin will meet during PLCs or Faculty Council to gather feedback from teams on CSIP initiatives using the Start-Stop-Continue protocol.	October 2024	June 2025	Coach/Admin Team	

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)
Hard copies of visual aids used in the Start-Stop-Continue Protocol	
PLC Meeting Agendas and Notes	
Feedback Survey Documentation	

Domain III: Professional Learning Supports	
Barrier(s): ● Lack of time and human resources in order for staff to observe their peers regularly and complete look fors. ● Currently, we do not have an existing structure and plan for implementing an adult peer observation and coaching program. ● Making sure to effectively communicate the program structure, expectations and protocols in a way that encourages all WRES staff to participate.	
SMART Goal Statement: By June 2025, we will have designed, implemented, and evaluated a professional learning plan that provides opportunities for staff to receive feedback from an expert about specific instructional practices.	
(Evidence-based) Strategy Name: Impact Feedback Cycle **Tier of Evidence:** Jim Knight and the Instructional Coaching Group: *The Impact Cycle* Joellen Killion*: Assessing Impact*	**Description:** Creating a professional learning plan that focuses on peer-to-peer modeling of best practices and following discussion protocols to encourage more dialogue vs critique between WRES staff members.
Student Measure #1: Every quarter, student engagement look-for data will be measured for an increase of 50% by the end of the plan.	**Student Measure #2:** 80% of Students in the classes of coached teachers will meet their projected growth from the data points of the teacher's PLP at the mid-year and end of year.
Staff Measure #1: For year 1 implementation, by June 2025, 70% of WRES staff will participate by leading or observing in a peer-to-peer modeling visit, and engaging in post feedback discussion protocol.	**Staff Measure #2:** By June 2025, 100% of the quarterly participants will complete the feedback survey on the process of the professional learning plan.

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)
Create and share Google Forms to identify experts.	July 1, 2024	August 30, 2024	School Improvement Coach	N/A

			Admin	
Review and determine quarterly cohort participants based on 2024 EOY survey results.	July 1, 2024	August 30, 2024	School Improvement Coach Admin	N/A
Create a draft of the professional learning plan (to include action steps and discussion protocols)	July 1, 2024	August 30, 2024	School Improvement Coach Admin	N/A
Train experts on discussion protocols.	September 1, 2024	September 30, 2024	School Improvement Coach Admin	N/A
Communicate to staff	September 1, 2024	September 30, 2024	School Improvement Coach Admin	N/A

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

The professional learning specialist will provide ongoing, bi-monthly professional learning to all instructional coaches, focusing on understanding and using the Standards for Professional Learning, defining role clarity and expectations, and implementing professional learning communities and protocols for coaching conversations. The professional learning specialist will also support instructional coaches in reviewing professional learning implementation and feedback data, developing coaching actions through office hours and school visits, and training professional learning course creators at each school on how to create, manage, and monitor courses within our online platform in alignment with the Standards for Professional Learning.

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)
Staff emails (and other forms of communication) outlining the plan and updates	
Cohort Survey to determine the effectiveness of professional learning plan	

Domain IV: School Climate Supports (Behavior)

Barrier(s):

- Staff absenteeism
- Staff capacity to deliver effective SEAL lessons within 15-minute learning block
- Capacity to effectively manage student behaviors throughout the school day
- Scheduling time to implement monthly guidance lessons for students in PK-5
- Scheduling time to implement professional learning around cultural and racial competency
- Student mobility
- Consistently monitor change ideas with fidelity
- Enhancing the structure of the teacher mentor program to impact behavior management

SMART Goal Statement:
From Fall 2024 to June 2025, WRES will increase the number of professional learning opportunities for staff and collaborative behavior strategies and methodologies as measured by feedback surveys and decrease the number of behavior referrals in grades 3-5.

(Evidence-based) Strategy Name:	Description:
1. Draw on relationships with professional colleagues and students' families for continued guidance and support. 2. Teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate. **Tier of Evidence:** Tier 3	1. Improve opportunities for staff, student, and family collaboration. 2. Increase opportunities for students to participate in activities that reinforce school expectations.
Student Measure #1: By June of 2025, student behavior referrals in grades 3-5 will decrease by 10% as compared to the total number of referrals for the 2023-2024 school year.	**Student Measure #2:** By June of 2025, results from student surveys, from Q1-Q4 will improve by 10%.
Staff Measure #1: [By June of 2025, staff will implement one new behavior management strategy that supports the direct impact of the classroom climate, as measured by the STOIC checklist.	**Staff Measure #2:** By June of 2025, there will be an increase of staff, student and family engagement opportunities in comparison to the 2023-2024 school year.

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)**
Weekly SEAL rotations amongst grade-level teams	August 2024	May 2025	PBIS co-leaders Assistant Principal	
Monthly guidance lessons	August 2024	May 2025	Counselors PBIS co-leaders, and committee	
Quarterly professional development surrounding the STOIC checklist, cultural and racial competency	August 2024	May 2025	Administrators, coaches and team leads	
Weekly grade-level newsletters	August 2024	May 2025	Administrators	
Monthly meetings within an intensive mentor program surrounding behavior management	August 2024	May 2025	PBIS co-leaders Assistant Principal	

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)**
Informal walkthroughs/checklists to ensure SEAL lessons are being facilitated with fidelity.	
Schedule of monthly guidance lessons created by SST based on students' needs and teacher feedback	
Google slides and educational resources that will support the facilitation of professional learning surrounding cultural and racial competency	
Newsletters created for families	
Meeting agenda notes for the Mentor Program	

Domain IV: School Climate Supports (Attendance)

Barrier(s):

- High rate of chronically absent students
- Students experience frequent illness
- Limited or reliable transportation
- Lack of childcare for younger siblings (older siblings sometimes are responsible for watching younger siblings)

SMART Goal Statement:

By June 2025, we aim to reduce the chronic absenteeism rate from 15% (end-of-school year 2023-24 rate) to 10%. This progress will be tracked using data extracted from PowerSchool and through PowerBI.

(Evidence-based) Strategy Name:	**Description:**
1. Data-driven decision making 2. Effective communication **Tier of Evidence:** Choose an Item	1. Regularly analyze attendance data to identify trends and target interventions effectively 2. Maintain clear and consistent communication with families about attendance policies, expectations, and available resources. This can be through phone calls, emails, newsletters, parent coffees or parent-teacher conferences.
Student Measure #1: Reduction in absences for students identified as at-risk.	**Student Measure #2:** Implementation of individual attendance plans for at-risk students, with success measured by adherence to the plan and improvement in attendance rates for those students.
Staff Measure #1: Continuation of a dedicated attendance team responsible for implementing evidence-based strategies, with success measured by the team's ability to monitor and address chronic absenteeism effectively.	**Staff Measure #2:** Regular monitoring of attendance data, including identification of trends and patterns related to chronic absenteeism and adjustment of strategies based on data analysis.

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)
Promote a culture of attendance in year-round communication to families and students (back-to-school	August 2024	May 2025	Admin Social Worker	

events, letters, flyers, personal phone calls, Parent Square messages, etc.). Including participation in Attendance Awareness Month				
Reach out to chronically absent students (tier 2 and tier 3) and families and engage them as partners in improving attendance.	August 2024	May 2025	Admin Social Worker	
Ensure staff knows what is chronic absence, why it matters, and what are effective attendance practices.	August 2024	May 2025	Social Worker	
Identifies students who have over two absences (excused or unexcused) in the first two weeks, or over three absences in the first month, or over four absences in the first two months, and refer to the attendance team for monitoring and intervention.	August 2024	May 2025	School Improvement Coach	
Assemble school attendance team, co-led by Principal and Social Worker, (office staff, nurse, youth development counselor, parent liaison, a teacher, admin) that meets at least every two weeks to: (a) monitor attendance data and trends; (b) coordinate the school's multi-tiered attendance strategy; (c) examine the reasons for absences using quantitative and qualitative data; (d) ensure chronically absent students receive needed supports; and (e) conduct follow-up audits of individual student attendance meetings to determine if a student is meeting objectives in the attendance plan.	August 2024	May 2025	Principal Social Worker	

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)**
Comparison of attendance data before and after the implementation of targeted interventions for at-risk students. This can include tracking the number of absences per student, identifying trends, and calculating the	

percentage reduction in absences.	
Spreadsheet documenting individual attendance records for at-risk students, showing a decrease in the number of missed school days over a specific period.	
Documentation of Individual Attendance Plans created for at-risk students, outlining specific attendance goals, strategies, and support services tailored to their needs.	
Evaluation surveys or interviews with at-risk students, parents, teachers, and staff members will gather feedback on the effectiveness of individual attendance plans in addressing barriers to attendance and improving student attendance rates.	
Documentation of communication efforts with parents or guardians of at-risk students, including attendance-related meetings, phone calls, or written correspondence.	

Our sustainability school plan outlines steps designed to strengthen school improvement by building on the successes already achieved. Through system design, smart resource use and innovative practices the division is working alongside our school staff to support our plan to continuously improve and remain accountable to state expectations while ensuring every student is learning and thriving.

WRES Sustainability Plan

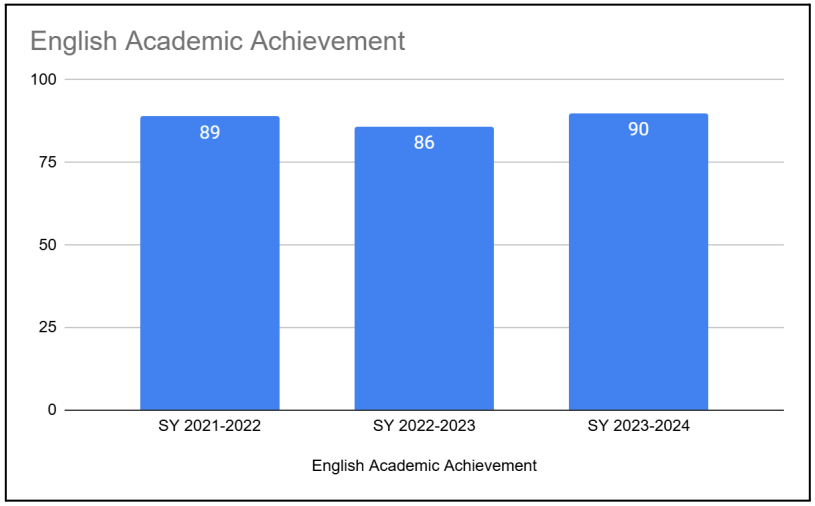
William Ramsay Elementary School (WRES) is a Title 1 public school in Alexandria City serving students in pre-kindergarten through fifth grade. WRES is located on the western border of Alexandria at the end of the Beauregard Corridor. The community is culturally diverse and is largely an immigrant population. The school zone encompasses mostly apartment housing with some single-family home properties near the border of Fairfax County. Many of the families are challenged by poverty and the high cost of living in the area.

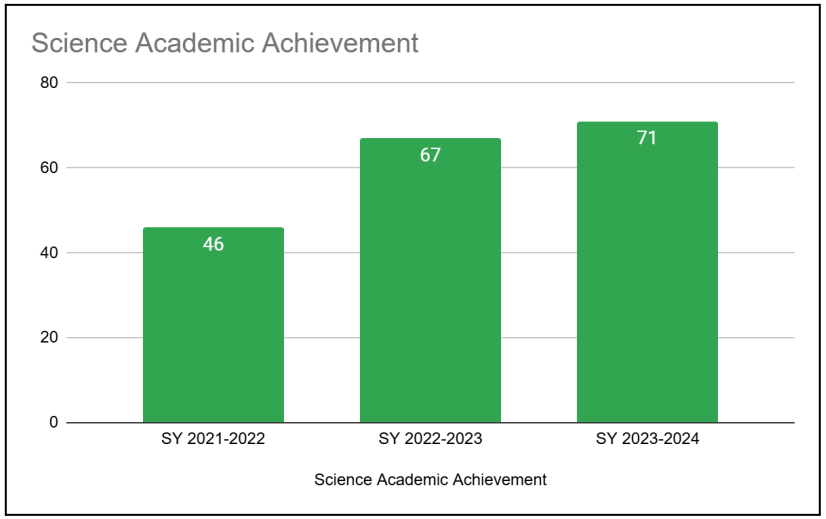
At William Ramsay, our vision is to grow all students' academic literacies and social-emotional awareness. We ensure success by building strong relationships with students, families and each other. We continuously focus on our 4 Core Values: Building Relationships, Embracing Diversity, Continuously Improving and Problem Solving. As the William Ramsay Roadrunners, each day staff and students are "Running our road to Success!"

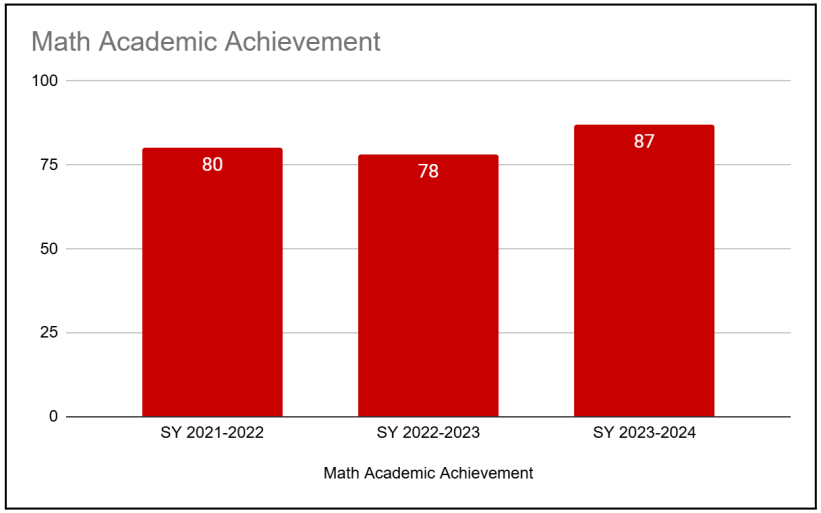
William Ramsay successfully exited Federal and State identification pre-pandemic and again post-pandemic through effective teacher recruitment and retention, engaging staff in meaningful and productive PLC work, effective instructional coaching and collaborative unit/lesson design, implementing MTSS intervention cycles with fidelity, and building strong relationships with students, families, and each other. Over the past three years, William Ramsay has seen overall growth in the Academic Achievement of students in the content areas of: English, Math and Science. The graphs below reflect the growth for each academic area from School Year 2021-2022 through School Year 2023-2024.

Academic Achievement by Subject Area

(School Year 2021-2022 through School Year 2023-2024)







Action Items from the 2024-2025 Comprehensive School Improvement Plan that will continue:

Academic Supports	
Math	
Strategy	**Measures**
We will continue to provide a multi-tiered system of support by providing intense, systematic intervention for students identified below the benchmark using AMC (K-1) and MAP Growth assessments (2-5).	Every MAP administration, MAP Growth Winter and Spring, students in 2nd through 5th grades will meet or exceed their projected growth goal as measured by the student growth summary report at the end of the plan. Every winter and spring, Assessing Math Concepts (AMC) by Kathy Richardson by students in kindergarten and 1st grade will meet or exceed their projected goal as measured by the grade level growth table at the end of the plan.
The "Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades" Practice Guide provides evidence-based practices that allow teachers to tailor their instructional approaches to meet the needs of their students. We will continue to provide systematic instruction during intervention to develop student understanding of mathematical ideas and use a well-chosen set of concrete representations to support students' learning of mathematical concepts and procedures.	After receiving professional development on utilizing concrete and semi-concrete representations during tier 1 instruction, teachers will demonstrate the application of strategies 75% of the time, as measured by monthly fidelity checks using a common monitoring tool.We will also Monitor the participation and effectiveness of PLCs focused on sharing best practices, problem-solving, and refining instructional strategies related to systematic instruction and representations in mathematics.
We will analyze assessment data to identify students who require support in mathematics due to performing below benchmarks.	Teachers, specialists and administration will participate in PLC cycles to analyze Unit post-assessment data, using an assessment analysis protocol at least once a month. We will Provide documentation from PLC meetings, including agendas, meeting minutes, and action plans.

Reading	
Strategy	**Measures**
We will provide a multi-tiered system of support by providing intense, systematic intervention for students identified below the benchmark using our universal screener (VAALLS). We will teach students to decode words, analyze word parts, and write and recognize words.	We will see a 20% reduction of the number of VAALLS (K-3) identified students in grades K-2. We will use VAALLS (K-3) and Bookworms (IDI) (4-5) quick checks that monitor targeted reading skills to monitor student progress. Teachers will receive ongoing feedback about implementing their EBI. To indicate the intervention's successful implementation, teachers should receive 80% on the fidelity checklist.
We will provide purposeful fluency-building activities to help students read effortlessly. Fluency is the ability to read text accurately, with ease, expression, and appropriate pacing. This recommendation focuses on improving students' ability to read text with increased ease, accuracy, and fluency. When students read fluently, they can turn their attention from sounding out the individual words to making sense of what they are reading.	Bimonthly DIBELS progress monitoring of Tier II & III students will be measured. Teachers will attend monthly PLC meetings regarding student data and implementation as measured by PLC agenda notes.
Science	
Strategy	**Measures**
We will provide Inquiry-based learning opportunities that encourage students to actively explore scientific concepts through questioning, investigation, and experimentation through hands-on activities.	We will gather feedback from students about their experiences through surveys, interviews or informal discussions to understand their perceptions and identify areas of improvement.
We will provide students with the opportunities to experience Outdoor Education Programs that will enhance students' connection to nature and scientific literacy.	Students will reflect on their experiences before, during, and after experiential learning activities, providing insight into their understanding, growth, and areas for improvement.

Staffing Supports	
Strategy	**Measures**
Administration will work to prioritize initiatives by identifying the essential events and activities beyond Central Office expectations using the Start-Stop-Continue protocol.	We will reduce the percentage of staff that identifies as burning out on the Virginia School Climate Survey by 5%, from 33% in 2023-24 to 28% in 2024-25.

Organizational Learning Supports	
Strategy	**Measures**
WE will create a professional learning plan that focuses on peer-to-peer modeling of best practices and following discussion protocols to encourage more dialogue vs critique between WRES staff members.	For year 1 implementation, by June 2025, 70% of WRES staff will participate by leading or observing in a peer-to-peer modeling visit, and engaging in post feedback discussion protocol. By June 2025, 100% of the quarterly participants will complete the feedback survey on the process of the professional learning plan.

School Climate Supports	
Behavior	
Strategy	**Measures**
WRES will increase the number of professional learning opportunities for staff and collaborative behavior strategies and methodologies by drawing on relationships with professional colleagues and students' families for continued guidance and support.	By June of 2025, staff will implement one new behavior management strategy that supports the direct impact of the classroom climate, as measured by the STOIC checklist.

We will teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate by increasing opportunities for students to participate in activities that reinforce school expectations.	By June of 2025, there will be an increase of staff, student and family engagement opportunities in comparison to the 2023-2024 school year.
Attendance	
Strategy	**Measures**
We will regularly analyze attendance data to identify trends and target interventions effectively	We will use a spreadsheet documenting individual attendance records for at-risk students, showing a decrease in the number of missed school days over a specific period (2 weeks to one month).
We will maintain clear and consistent communication with families about attendance policies, expectations, and available resources. This can be through phone calls, emails, newsletters, parent coffees or parent-teacher conferences.	A dedicated attendance team will be responsible for implementing evidence-based strategies, with success measured by the team's ability to monitor and address chronic absenteeism effectively.

Continued Best Practices

(not included in the current Comprehensive School Improvement Plan)

Math
We will continue to foster collaboration across school (including EL, SpEd, intervention, and vertical) to develop and share guided math lessons for small groups ● *Ensuring students are being instructed with grade level content with differentiation* ● *Focus on vocabulary and use of different representations/models to develop conceptual understanding, not just procedures (and a variety of procedures)*

Teachers in grades 3-5 will recommend students, based on data, for extended learning opportunities. These opportunities will be held after-school 3 days a week for 60 minutes through small group instruction.
We will continue to identify students and provide high dosage virtual small group instruction (3:1) via EduTutor VA during the school day (grade 3) for 30 minutes, three times per week and during extended learning (grades 4 and 5) for 45 minutes, three times per week.
Administration and Coaches will ensure that Guided Math and Stations options are included in required ACPS lesson plan template including a daily Number Sense Routine and Focus Lesson.

Reading
Use evidence-based literacy practices to explicitly and systematically teach the skills necessary for fluent word reading in the core language arts block (tier 1). These include phonological awareness, phonics, fluency, vocabulary, and comprehension as identified by the National Reading Panel (National Institute of Child Health and Human Development [NICHD] 2000) as well as writing and oral language: ● Provide daily, systematic explicit instruction in phonological awareness, phonics, and morphology. ● Increase time dedicated to foundational skills instruction and practice (print concepts phonological awareness, phonics, word recognition, and fluency). ● Ensure targeted practice opportunities for every student and additional time for those who need more practice. ● Orient instruction and support students to focus on using sound-spelling patterns to decode.
We will continue to develop a coach and peer observation schedule to ensure staff have access to see instruction following the expected strategies listed above.
We will continue to provide teachers the opportunities to participate in professional development sessions designed to support EL learners (e.g., GLAD, Kagan, WIDA).
We will continue to plan and implement interactive read-alouds of complex texts (using the Bookworms Curriculum) that are intentionally focused on oral language and vocabulary development.