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:

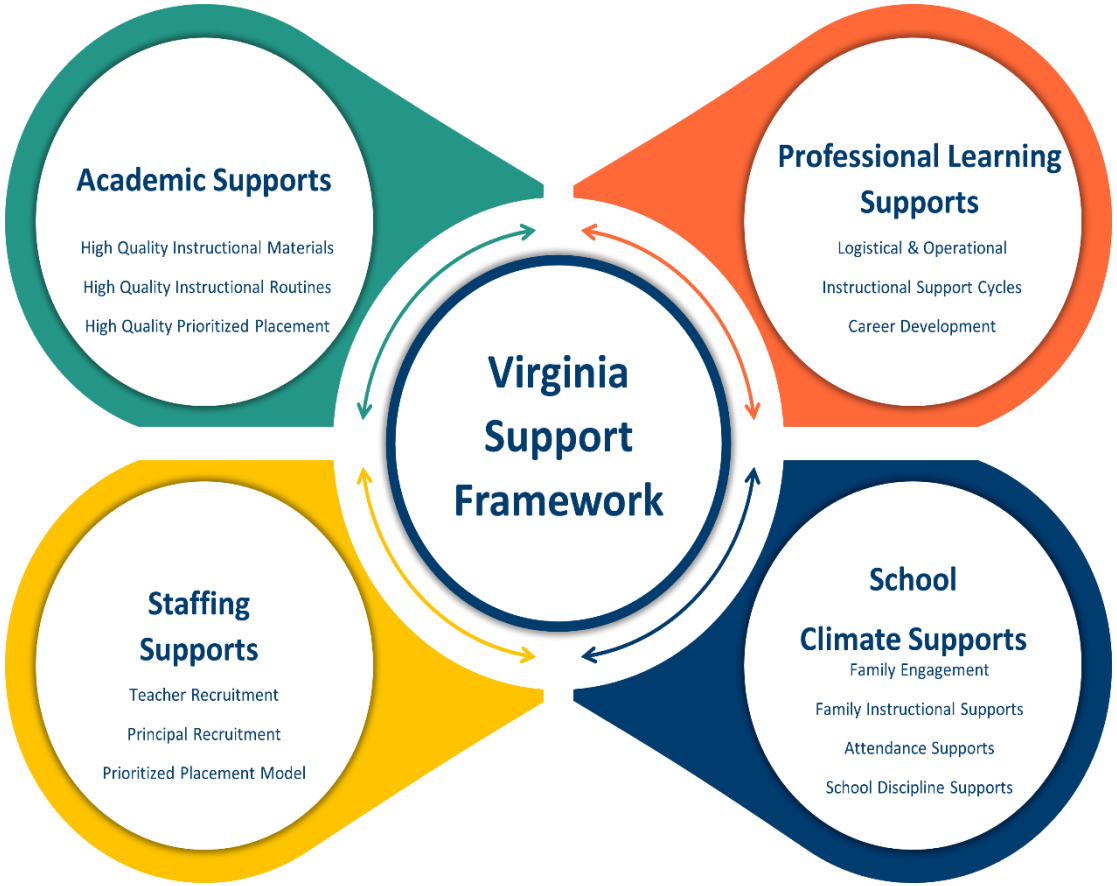
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence- and research-based strategies aligned to the needs and context of the school.

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: ACPS School
Principal: Nefertiti Hunter-Holbeck	Designations (if applicable): Title 1

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.

- 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:	Reading

Problem Statement:	Students are not achieving grade-level reading benchmarks on the SOL and VALLS assessment measures.	Barrier(s):	• There is inconsistent Tier 1 instruction across classrooms and grade levels. • High number of novice teachers • Limited access to books at home • High mobility of student population. • High population of students who are chronically absent. • Limited language proficiency

SMART Goal Statement:	By June 2026, we will increase by 5 percentage points the percentage of all students passing the VA Reading SOL from 45% to 50%. By June 2026, 80% of EL Level 1 and up to Level 2.4 students in Grades 3-5 will meet or exceed the ExpectedProficiency Level Gains (0.7) on the WIDA assessment. By June 2026, we will increase the percentage of all students passing the VALLSS by 15% from the beginning of the year assessment to the end of the year assessment.

Strategy

(Evidence-Based) Strategy Name:	K-3: Foundational Skills to Support Reading for Understanding Kindergarten Through 3rd Grade. 4-5: Providing Reading Interventions for Students in Grades 4-9.	Description:	We will provide a multi-tiered system of support by providing intense, systematic intervention for students identified below the benchmark using our universal screener (VALLSS Virginia Language & Literacy Screening System). Strategy 1: Teach students to decode words, analyze word

Tier of Evidence:	Strong	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.

Measures

Student Measure #1:	We will increase the percentage of all students passing the VALLSS by 15% from the beginning of the year benchmark assessment to the mid-year benchmark assessment.	Staff Measure #1:	Teachers will receive ongoing feedback about implementing EL best practices in Tier 1 instruction. To indicate the instruction's successful implementation, teachers should receive 80% on the fidelity checklist.
Student Measure #2:	Progress monitoring of reading growth of Tier II & III students will be measured quarterly using DIBELS & VALLSS progress monitoring measures.	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.

Reading: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
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	Division Instructional Specialist, School Literacy Coach	Sept. 2025	Oct. 2025	Not started	
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.	School Literacy Coach, Principal and Assistant Principals	Sept. 2025	May 2026	Not started	
3	The literacy coach, EL team leads, and reading specialists will provide professional development on how to incorporate EL best practices into tier I, II, and III instruction.	Literacy Coach, EL Team Leads, Reading Specialist	Sept. 2025	May 2026	Not started	
4	The literacy coach and school administration will facilitate PLC meetings, during which teachers collaborate to analyze student data from assessments (e.g., VALLS, 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.	School Literacy Coach, Principal and Assistant Principals	Sept. 2025	May 2026	Not started	

Reading: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025	# 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.		

Reading: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
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:	Trends in school-wide math achievement data shows students below typical grade-level performance.	Barrier(s):	• Strategies used to implement vocabulary words are not consistent across content areas • Tier 1 instruction is inconsistent due to a lack of targeted planning (planning time, inconsistent resources, lack of knowledge of math workshop).
SMART Goal Statement:	From Fall 2025 to June 2026, we will increase the percentage of all students passing the VA Math SOL by 5 percentage points.		

Strategy

(Evidence-Based) Strategy Name:	Assisting struggling students with Math: • Sub-category 1: Systematic Instruction: Provide systematic instruction during intervention to develop student understanding of mathematical ideas. • Sub-category 2: Mathematical Language: Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. Source: https://ies.ed.gov/ncee/WWC/PracticeGuide/26	Description:	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).

Tier of Evidence:	Strong		

Measures

Student Measure #1:	Students in 2nd through 5th grades will meet or exceed their projected growth goal as measured by the student growth summary reports after the Winter and Spring MAP administrations.	Staff Measure #1:	Once a month teachers will upload samples from student math journals. Teachers will analyze grade level submissions during math PLCs to adjust and drive instruction using the rubric.
Student Measure #2:	Students in kindergarten and 1st grade will meet or exceed their projected goal as measured by the grade level growth table after the Winter and Spring AMC administrations.	Staff Measure #2:	Every month, teachers will implement the Evidence-Based Intervention strategies with 90% fidelity, as measured by fidelity checks using a common monitoring tool.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
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.	Math Coach/Interventionist Administrators	Sept. 2025	Apr. 2026	Not started	

Mathematics: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
2	Analyze assessment results to identify students who require support in mathematics due to performing below benchmarks.	Math Coach/Interventionist Administrators	Sept. 2025	Apr. 2026	Not started	
3	Implement interventions to support students in improving their mathematical skills and understanding	Math Coach/Interventionist Administrator	Oct. 2025	May 2026	Not started	
4	Facilitate monthly Professional Learning Communities (PLCs) focused on sharing best practices, problem-solving, and refining instructional strategies related to systematic instruction and mathematical language (using EL math strategies, enVision Language Handbook).	Math Coach/Interventionist Administrators	Sept. 2025	May 2026	Not started	
5	Analyze student math journal work samples to monitor mathematical language and application of problem solving strategies using the rubric.	Math Coach/Interventionist Administrators, Teachers	Sept. 2025	May 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)
Sept. 2025	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 mathematical vocabulary and the new VDOE standards and curriculum. Collect feedback from staff on the usefulness of the training and its impact on their teaching practices.		
Oct. 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)
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:	50% (or more) of students are scoring below proficient on the ACPS science benchmarks in grades 3-5.	Barrier(s):	• Limited instruction planning time and preparation • Lack of science background knowledge (teachers)

SMART Goal Statement:	From August 2025 to June 2026, Students in K-3 will demonstrate proficiency or one -level of growth on the 5 C's Performance Tasks as evidenced by the Science and Engineering Practices Rubric. From August 2025 to June 2026, students in Grades 4-5 will demonstrate continued proficiency or move a score group (developing to basic, basic to proficiency, proficiency to advanced.) on the division Science Benchmarks.

Strategy

(Evidence-Based) Strategy Name:	Inquiry-Based Learning Quarterly Science Days	Description:	Inquiry-based learning encourages students to actively explore scientific concepts through questioning, investigation, and experimentation through hands-on activities. Quarterly Science Days enhance students' connection to scientific literacy and the engineering design process.
Tier of Evidence:	Select Tier of Evidence		

Measures

Student Measure #1:	Students in Grades K-3 will reflect on their experiences after completing the 5 C's performance tasks, track their progress throughout the year, and identify one area of growth on a student tracking sheet.	Staff Measure #1:	*Lesson plans* created with active input from different stakeholders (i.e. teachers, coach/interventionist, SPED/EL teacher, administrator) incorporating experiential learning once a week for K-2 and twice a week for grades 3-5 as measured by lesson plan checks/ and or walkthroughs.
Student Measure #2:	Students in Grades 4 and 5 will track their progress on Unit Tests, calculating the average and then comparing it to the correlating Benchmark.	Staff Measure #2:	Teachers will receive ongoing feedback about implementing inquiry-based lessons through results of science look-fors. To indicate the successful implementation, teachers should receive 80% on the fidelity checklist.

Science: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Conduct school-wide and/or grade-level professional development on Science standards of learning and experiential learning opportunities.	Division Instructional Specialist, Science Coach	Sept. 2025	May 2026	Not started	
2	Collaborative planning among teachers, science Instructional Specialist, science coach and grade-level administrator to create and modify lesson plans based on experiential learning opportunities through recurring PLC meetings	Division Instructional Specialist, Science Coach, Admin Team	Sept. 2025	May 2026	Not started	

Science: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
3	The science coach, School Improvement Coach and/or team leads, school administration will facilitate monthly PLC meetings, during which teachers collaborate to analyze student data from assessments (e.g., 5 C's, Unit Tests and benchmarks) and discuss instructional strategies to unpack each unit. Teachers will share best practices, analyze student work samples, and/ or set goals for improvement based on data trends.	Science Coach, Admin Team, School Improvement Coach and Team Leads	Sept. 2025	May 2026	Not started	
4	Grade Level teams will provide experiential learning opportunities through field trips to the following locations: ● Kid Museum ● Jamestown ● Smithsonian Natural History ● STEM NIGHT! ● Skyline Caverns ○ SOL Standards 5.8 c & e	Science Coach	Sept. 2025	Apr. 2026	Not started	
5	Coaches, admin, Division Instructional Specialist and teachers will conduct Tier I Science Look fors	Division Instructional Specialist, Science Coach, Admin Team, School Improvement Coach and Team Leads	Sept. 2025	May 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)
Sept. 2025	• Reflective surveys from professional development sessions • Science Look-for Data • PLC Agendas and Meeting Notes • Lesson plans • Teacher Reflection/Feedback document	•	
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:	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%).*	Barrier(s):	• Competing priorities • Varying academic student needs • Initiatives changes (e.g., curriculum)

SMART Goal Statement:	By June 2026, we will reduce the percentage of teachers who identify as burning out on the Virginia School Climate Survey by 5%.

Strategy

(Evidence-Based) Strategy Name:	Prioritizing initiatives	Description:	
Tier of Evidence:			

Measures

Student Measure #1:	Twice a year students in grades 2-5 will complete a CSIP Staffing Support survey on student perception on teacher engagement.	Staff Measure #1:	Reduce the percentage of staff that identifies as burning out on the Virginia School Climate Survey by 5%.
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 #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.

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Coaches or admin will identify the essential events and activities beyond Central Office expectations using the Start-Stop-Continue protocol.	Coach/Admin Team	Sept. 2025	Jun. 2026	Not started	
2	Coaches and/or admin will meet during PLCs or	Coach/Admin	Oct. 2025	Jun. 2026	Not started	

Staffing: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	Faculty Council to gather feedback from teams on CSIP initiatives using the Start-Stop-Continue protocol.	Team				

Staffing: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025	• Hard copies of visual aids used in the Start-Stop-Continue Protocol • PLC Meeting Agendas and Notes • Feedback Survey Documentation	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 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)
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

Staffing: Quarterly Monitoring		
Quarter	On Track / Off Track	Evidence
Q1	Select Option	[Insert link to Q1 pre-work (if applicable)]
Q2	Select Option	[Insert link to Q2 pre-work (if applicable)]
Q3	Select Option	[Insert link to Q3 pre-work (if applicable)]

Domain III: Organizational Learning Supports

Problem Statement:	There is a lack of data points driving our professional development.	Barrier(s):	• Lack of time and human resources in order for staff to observe their peers regularly and complete look fors. • We have an existing structure but there were barriers with implementation due to lack of time and human resources. • Lack of data points driving professional development • Lack of intentional follow-through with teacher input for professional development requests.
SMART Goal Statement:	By June 2026, we will have implemented and evaluated a professional development cycle that provides opportunities for staff to receive feedback from instructional leaders, as measured by peer-to-peer participation and an increase in the amount and frequency of instructional look-fors.		

Strategy

(Evidence-Based) Strategy Name:	Impact Feedback Cycle Jim Knight and the Instructional Coaching Group: *The Impact Cycle* Joellen Killion*: Assessing Impact*	Description:	Creating a professional development cycle that focuses on peer-to-peer modeling of best practices and following discussion protocols to encourage more dialogue vs critique between WRES staff members.
Tier of Evidence:			

Measures			
Student Measure #1:	During each professional development cycle, student look-for data will be measured at the beginning and conclusion of each cycle for an increase of 50% per cycle.	Staff Measure #1:	By June 2026, 70% of WRES staff will participate by leading or observing in a peer-to-peer modeling visit, and engaging in post feedback discussion protocol.
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 #2:	By June 2026, 100% of the quarterly participants will complete the feedback survey on the process of the professional development cycle.

Org. Learning: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Create and share Google Forms to identify experts.	School Improvement Coach	Sept. 2025	Sept. 2025	Not started	
2	Review and determine quarterly cohort participants (both leaders and learners) based on 2025 Intent to Return Survey results.	School Improvement Coach	Sept. 2025	May 2026	Not started	
3	Create a draft of the professional development cycle that includes learning topics and discussion protocols.	School Improvement Coach	Sept. 2025	Sept. 2025	Not started	

Org. Learning: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	There will be a section of staff meetings dedicated to teacher/staff identified professional learning topics each month identified by a calendar.	Coach/Admin Team	Sept. 2025	May 2026	Not started	
	Create look-for form that focuses on student engagement	School Improvement Coach	Sept. 2025	Sept. 2025	Not started	
	Create a look-for calendar to hold staff accountable for follow-through and data collection	School Improvement Coach	Sept. 2025	May 2026	Not started	
	Create feedback surveys on the process of the professional development cycle.	School Improvement Coach	Sept. 2025	May 2026	Not started	

Org. Learning: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025	• Staff emails (and other forms of communication) outlining the plan and updates • Feedback Surveys	•	

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)
	• Staff Meeting Professional Learning Calendar • Look-for Calendar • Look-for Data		
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 2026	•	•	
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

Problem Statement:	WRES's systems to support chronic absenteeism have not been effective with Kindergarten, 2nd grade and Students with Disabilities. In addition, parental outreach has not been effective using current methods.	Barrier(s):	• Inconsistencies in tracking and responding to absences • Lack of understanding of families needs around student absences and communication • Lack of data collection for student absences • Staff and Family Mindsets about regular attendance and their roles in the attendance • Lack of understanding about the teachers' roles in the absenteeism process

SMART Goal Statement:	By June 2026, we aim to reduce the chronic absenteeism rate by 10%. The absenteeism rate at the conclusion of the 2024-25 School Year is 21%. This progress will be tracked using data extracted from PowerSchool and through PowerBI.

Strategy

(Evidence-Based) Strategy Name:	1. Data-driven decision making 2. Effective communication	Description:	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.
Tier of Evidence:			

Measures

Student Measure #1:	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:	Regular monitoring of attendance data, including identification of trends and patterns related to chronic absenteeism and adjustment of strategies based on data analysis.
Student Measure #2:	An increase in the number of students per grade level who achieve at least 95% attendance rate during each month.	Staff Measure #2:	95% attendance at Professional Learning offerings for Chronic Absenteeism, as measured by instances of monitoring: Every 2 weeks, teachers will identify students who have missed 2 or more days (during that time period) and then implement the WRES attendance protocol.

School Climate: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Promote a culture of attendance in year-round communication to families and students (back-to-school events, letters, flyers, personal phone calls, Parent Square messages, etc.). Including participation in Attendance Awareness Month	Admin Social Worker	Sept. 2025	Sept. 2025	Not started	
2	Reach out to chronically absent students (tier 2 and tier 3) and families and engage them as partners in improving attendance.	Admin Social Worker	Sept. 2025	Sept. 2025	Not started	
3	Ensure staff knows what is chronic absence, why it matters, and what are effective attendance practices.	Social Worker	Sept. 2025	May 2026	Not started	

School Climate: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
4	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.	School Improvement Coach	Sept. 2025	May 2026	Not started	
5	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. In addition, hold quarterly PLC meetings with teachers.	Admin, Social Worker, School Improvement Coach	Sept. 2025	May 2026	Not started	
6	Promote a culture of attendance in year-round communication to families and students (back-to-school events, letters, flyers, personal phone calls, Parent Square messages, etc.). Including participation in Attendance Awareness Month	Admin Social Worker	Sept. 2025	May 2026	Not started	
7	Hold quarterly attendance focus groups for families	Admin Social Worker, School	Sept. 2025	May 2026	Not started	

School Climate: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
		Improvement Coach				

School Climate: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025	• 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	•	

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

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

School Climate: Quarterly Monitoring		
Quarter	On Track / Off Track	Evidence
Q1	Select Option	[Insert link to Q1 pre-work (if applicable)]
Q2	Select Option	[Insert link to Q2 pre-work (if applicable)]
Q3	Select Option	[Insert link to Q3 pre-work (if applicable)]

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

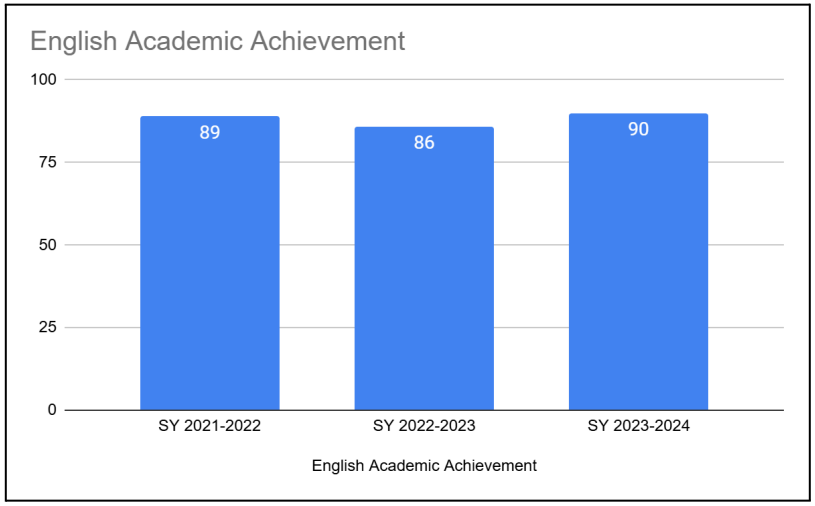
William Ramsay Elementary School (WRES) is a Title 1 public school in Alexandria City serving students in pre-kindergarten through fifth grade. WRES is located on the western border of Alexandria at the end of the Beauregard Corridor. The community is culturally diverse and is largely an immigrant population. 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.

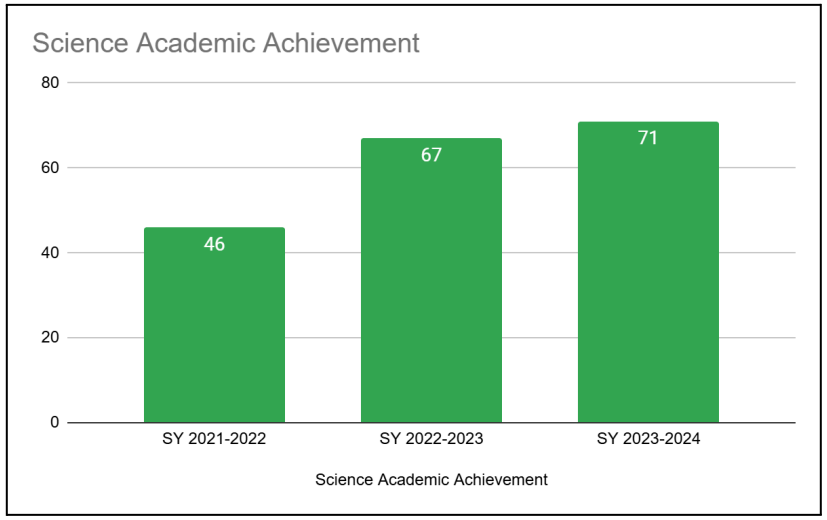
At William Ramsay, our vision is to grow all students' academic literacies and social-emotional awareness. We ensure success by building strong relationships with students, families and each other. We continuously focus on our 4 Core Values: Building Relationships, Embracing Diversity, Continuously Improving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

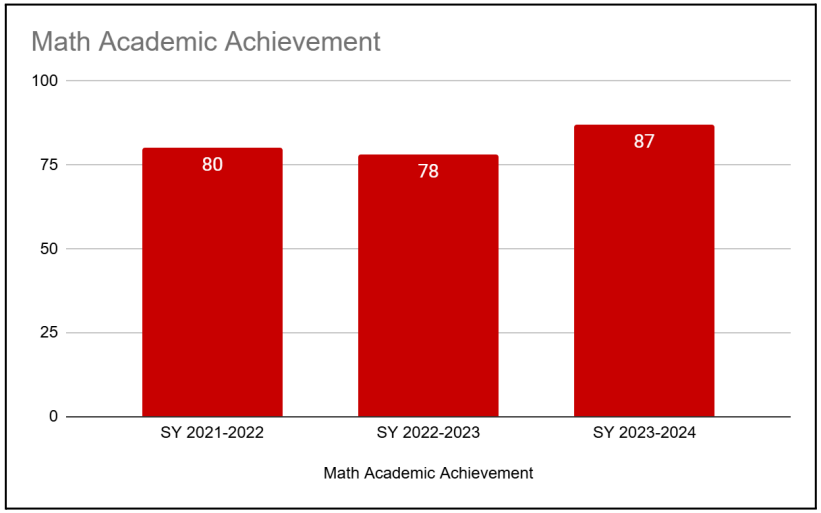
William Ramsay successfully exited Federal and State identification pre-pandemic and again post-pandemic through effective teacher recruitment and retention, engaging staff in meaningful and productive PLC work, effective instructional coaching and collaborative unit/lesson design, implementing MTSS 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.