

John Adams

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.

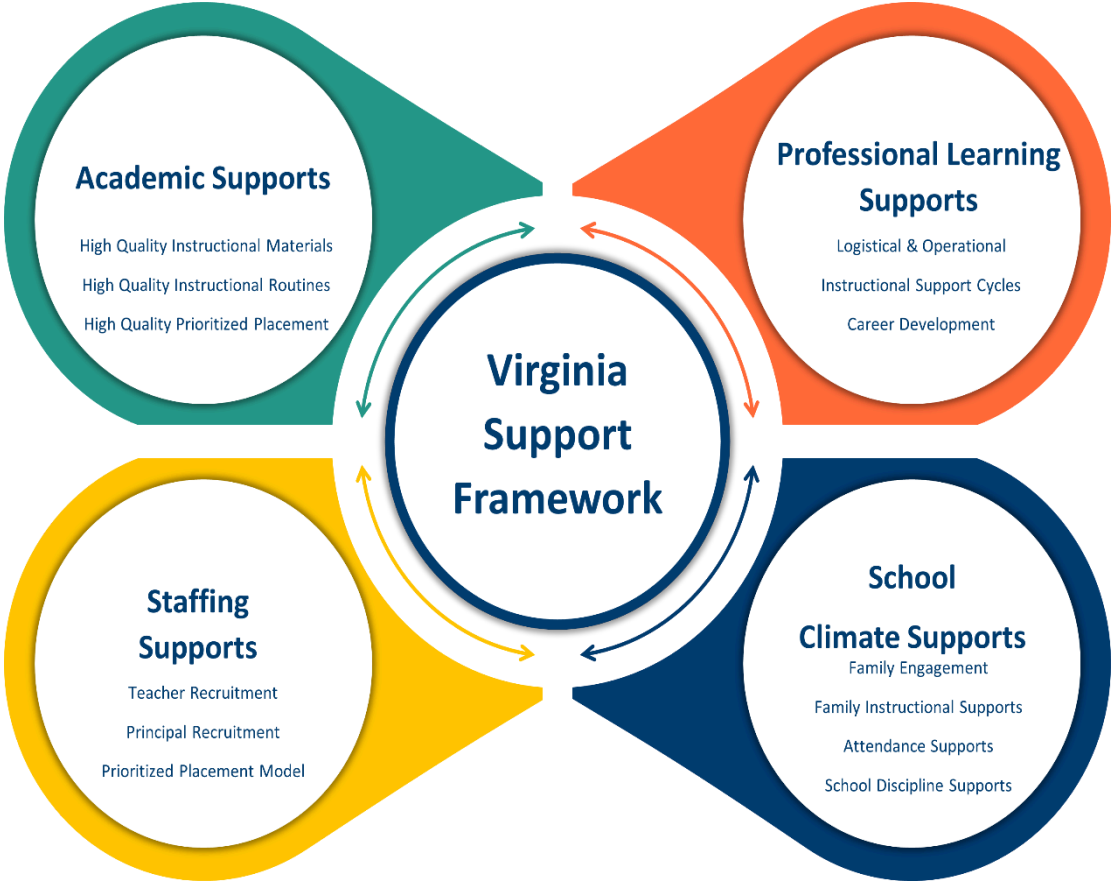
Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework.¹

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.

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))

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**.



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: John Adams Elementary
Principal: Dr. Alicia Kingcade	Designations (if applicable):
Stakeholder/Family Engagement	
Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.	
<i>John Adams Instructional leadership team (ILT) includes representatives from each department and all instructional coaches staff. The instructional coaches team was involved in the CNA process over a month period and garner feedback from the ILT to consider as our focus areas for the CSIP. The CSIP initiatives were developed to include research and evidence based strategies to improve academics in Math and Science and chronic absenteeism rate. The ILT will monitor and evaluate the implementation of the CSIP action steps on a monthly basis. We will garner feedback from the community and school on ways to improve the school on a quarterly basis</i>	

Domain I: Academic Supports

Content Area: Math

Barrier(s):

- Consistently implementing high-quality instructional routines when there are interruptions and disruptions.
- Current structures facilitated individual professional learning and not ongoing professional learning.
- Time in the instructional school day for math intervention
- Staffing + Number of positions to meet demand of interventions needed

SMART Goal Statement:

By June 2025, 75% of the students will be proficient on the Math SOL.

By June 2025, 60% of our students with disabilities will meet or exceed the Math SOL benchmark.

By June 2025, 100% of students in grades 2-5 will meet their projected RIT growth target (set by NWEA).

SOL Data 2023-2024

School Quality Indicators

Academic Achievement		
English	Level One	
Mathematics	Level One	
Science	Level Three	

Achievement Gaps		
English	Level One	
Mathematics	Level Two	

Student Engagement & Outcomes		
Chronic Absenteeism	Level One	

Achievement Gaps: English and Mathematics

Reporting on the achievement and progress of student groups allows schools to identify learners in need of additional support and resources.

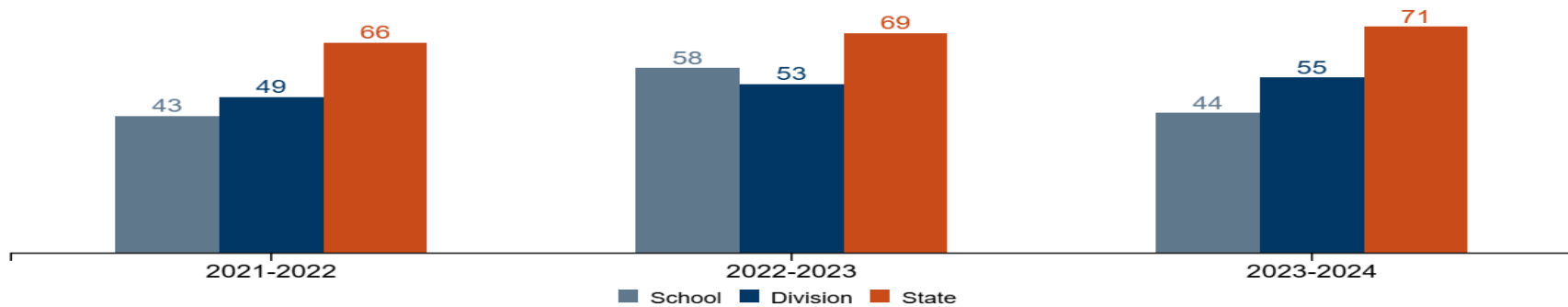
Student Group	Achievement Gap - English	Achievement Gap - Math
Asian	Level One 	Level One 
Black	Level One 	Level One 
Economically Disadvantaged	Level One 	Level One 
English Learners	Level One 	Level One 
Hispanic	Level One 	Level One 
Multiple Races	Level One 	Level One 
Students with Disabilities	Level One 	Level Three 
White	Level One 	Level One 

Math Performance: All Students

Mathematics



UPDATE CHART



(Evidence-based) Strategy Name: Mathematical Language (EBI #2) Tier of Evidence: Strong		Description: Incorporate teaching clear and concise mathematical language in tier 1 math instruction. Support students' use of the language to help students effectively communicate their understanding of mathematical concepts. Theory of Action: Our school team thought that if teachers include teaching clear and concise mathematical language in their tier 1 instruction, then students will be able to to effectively communicate their understanding of mathematical concepts which will result in an improvement in students' performance on MAP and SOL assessments as measured by NWEA and VDOE.		
Student Measure #1: 75% or more of students in grades 3-5 will score proficient or advanced on each District Math Unit Assessments. 60% or more of SWD in grades 3-5 will score proficient or advanced on each District Math Unit Assessments.		Student Measure #2: - On each NWEA testing assessment, 100% of students in grades 2-5 will meet their projected RIT growth target (set by NWEA). - On each NWEA testing assessment, 100% of SWD in grades 2-5 will meet their projected RIT growth target (set by NWEA).		
Staff Measure #1: - Based on monthly walkthrough observational data, 100% of teachers in grades K-5 will be observed explicitly teaching academic vocabulary. - Based on monthly walkthrough observational data, 100% of teachers (with SWD students) in grades K-5 will be observed explicitly teaching academic vocabulary using a high yield co-teaching model		Staff Measure #2: Based on monthly walkthrough observational data, 100% of teachers in grades K-5 will be observed providing opportunities for students to engage in academic vocabulary discourse and/or academic vocabulary independent or group activities.		
Action Plan				
Action Items	Person(s) Responsible	Start date	End date	Budget (local, state, federal funds)
Develop a PLC structure that specifies opportunities for math focused lesson planning, unpacking math curriculum standards, examining	Alicia Kingcade	8/7/2024	8/16/2024	Federal funds (\$10,000 for a leadership consultant to work with the ILT to restructure

student work, and participating in math data analysis + making data decisions.				PLCs and for resources to restructure the PLCs)
Provide training for Instructional Leadership Team members to facilitate the implementation of the new PLC structure.	Alicia Kingcade	8/7/2024	5/23/2025	Federal funds (\$10,000 for a leadership consultant to work with the ILT to restructure PLCs and for resources to restructure the PLCs)
Provide opportunities for instructional coaches to participate in conferences and professional development to build their professional knowledge about leadership topics, academic discourse, PLC facilitation, or content-based standards (i.e., Math). Create opportunities during school wide professional development for instructional coaches to engage staff in turn around training, provide ongoing professional learning, and track implementation of strategies in the classroom.	Alicia Kingcade	8/22/2025	6/10/2025	Federal and Local(\$20,000 for conferences and training (Learning Forward, Leadership, Kagan Cooperative Learning, Talk Read, Talk Write, Supplemental Literacy training)
Increase instructional math block to 75 minutes for all grade levels.	Lemore Fritz	8/1/2024	8/9/2024	N/A
Develop a schedule that ensures EL teachers support language development in grades 1-5 math instruction.	Lemore Fritz	8/1/2024	9/1/2024	Local (\$1,000 for stipend position to develop the schedule)
Develop a schedule that ensures EL teachers' schedules are balanced with small and whole group instruction to provide language support to students during math block.	Lemore Fritz	8/1/2024	9/1/2024	Federal (\$6000 for planning purposes to ensure services and accommodations are being addressed) Local(\$10,000- instructional materials , online software)
Ensure EL teachers implement and follow schedules with fidelity to support language learning in both small and whole group settings.	Mark Luther Jeffrey Palmer	8/1/2024	3/1/2025	Local(\$10,000- instructional materials , online software)
Ensure EL teachers use high impact strategies, evidence-based and research-based language development strategies, and EL best practices on	Mark Luther Jeffrey Palmer	8/1/2024	3/1/2025	Federal(\$8,000 instructional materials(IMSE))

a daily basis with students in the co-teaching setting.				
Revise the EL schedule to increase support during math instructional block for 5th grade long term substitute.	Lemore Fritz	10/22/2024	11/2/2024	N/A
Provide structured support for new teachers through our monthly mentor/mentee academy. Designate a specific block of time in the daily instructional schedule for mentor coordinator to support mentees and mentors with classroom management, student engagement, etc.	Jeretha Thomas	8/1/2024	6/12/2025	Local (\$2,000 resources/instructional supplies)
The math instructional coach and second grade team lead attended a mentee academy meeting to demonstrate and provide guidance on building student academic vocabulary using concrete manipulatives. They also introduced teachers to using the CRA method (modeling with manipulatives, to representing with drawings, to writing concepts with words or numbers) to further support math conceptual understanding and specific math vocabulary.	Cindy Hamilton	10/15/2024	10/15/2024	N/A
Created walk through tools to specifically match the language and recommendations from the Math EBI guide.	Cindy Hamilton	01/10/2025	01/10/25	N/A
Conduct math walkthroughs and use the data to improve instructional outcomes for students in classrooms by reinforcing the importance of explicit instruction in mathematical language.	Cindy Hamilton	1/13/25 Baseline Collected	6/2025	N/A
Involve grade-level teams in data analysis discussions/protocols (facilitated by the math instructional coach) to identify trends and implement instructional strategies and interventions through PLC.	Cindy Hamilton	2/20/25	06/2025	Federal (\$10000 for planning purposes, professional learning materials, and refreshments)
Collaborate with Amber (school improvement		2/26/25	TBD	

liaison) to decide on the most impactful protocol for data analysis. Begin using a data analysis protocol after every unit/benchmark assessment to inform future curriculum pacing, reviewing of content standards, and determining high impact instructional strategies for teaching content.				
Identify targeted, research-based interventions for Tier 2 and 3 students, and assign interventions to the students based on their needs.	Cindy Hamilton	9/9/2024	10/25/2024	Federal (Instructional coach and reading interventionist salaries - \$240,000)
Implement consistent, targeted, and research-based interventions for Tier 2 and 3 students provided by qualified teachers in after school SOAR program for grades 3-5. Provide Zearn training for ALL math tutors. Teachers and math coach will monitor weekly and make adjustments as necessary.	Cindy Hamilton	10/29/2024		Federal (Instructional coach and reading interventionist salaries - \$240,000)
Identify teachers to participate in classroom management/ routine focused instructional coaching cycle and/or math-focused coaching cycles and implement the coaching cycle plans.	Alicia Kingcade	10/21/2024		N/A
Implement the use of "Mathematical Language Charts" in grades 3-5 to support students as they use mathematical language to present their thinking.	Cindy Hamilton	12/10/24	06/2025	Federal (\$2,000 printing of materials)
Provide professional development and support for teachers of inclusion classrooms in how to familiarize and practice IEP specific math aids with identified students on assessments.	Lemore Fritz Cindy Hamilton	12/2024	1/2025	Federal(\$4,000 PD resources and refreshments)
Coaches will support the lesson planning process during dedicated PLC and teachers will include academic discourse and components of the EBI in their lesson plans.	Cindy Hamilton	3/3/2025	06/2025	
Change the PLCs from a weekly rotational focus to an integrated approach of looking at the EBI	Instructional Coaches	2/3/2025	06/2025	

and pulling in student work, data analysis, and explicit instruction in academic mathematical language. Differentiate for grade level teams as necessary.				
During PLC, the math instructional coach will facilitate a deep dive into the identified EBI guide and present two non-negotiables for each grade level. Teams will select an additional third strategy from the EBI guide that they will commit to in their instruction. (The agreed upon strategy can change by the unit and will be indicated in the math lesson plans.	Cindy Hamilton	2/18/2025	06/2025	
The Instructional Coaching Team will create a schedule for observing classrooms using the revised EBI walkthrough tool and the agreements made during grade level PLCs (non-negotiables). Provide ongoing feedback, coaching, and collaboration as indicated by the data from walkthroughs.	Alicia Kingcade	3/10/2025	06/2025	
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
<i>The ILT will monitor and evaluate the implementation of the CSIP action steps on a monthly basis. We will evaluate the strategies and make adjustments based on data analysis.</i> ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.				
<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <u>Analysis:</u> Address impact and next steps.				
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		

Domain I: Academic Supports

Content Area: Reading

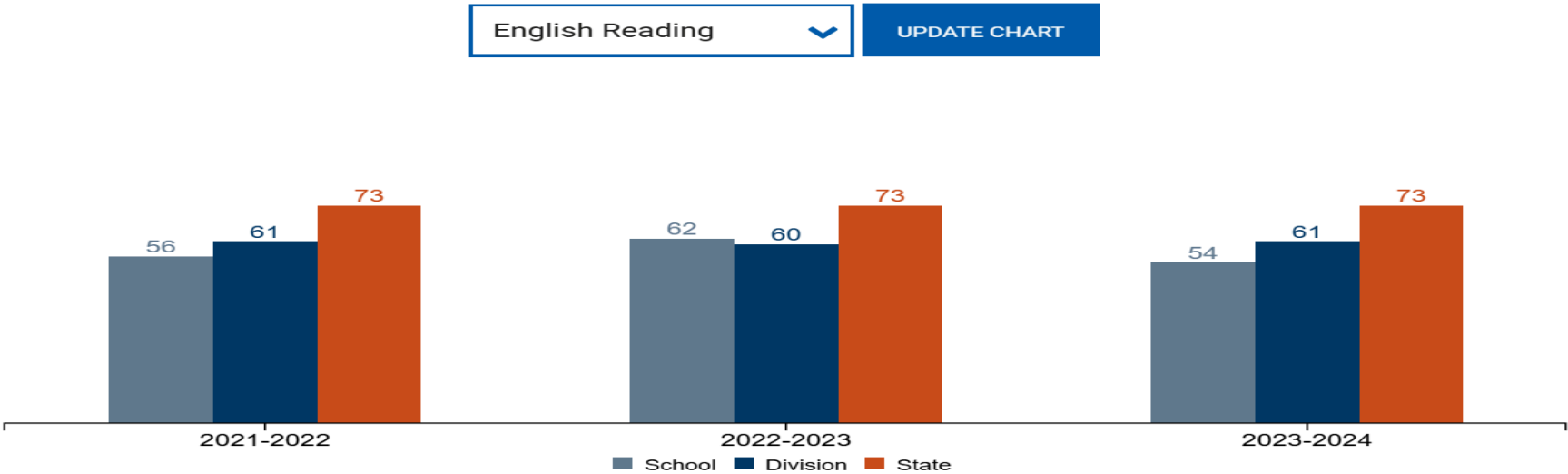
Barrier(s):

- Consistently implementing high-quality instructional routines when there are interruptions and disruptions
- Current structures facilitated individual professional learning and not ongoing professional learning
- Time in the instructional school day for ALL components Bookworms + Really Great Reading + Walpole with fidelity
- Staffing + Number of interventionists to match the number of reading plans

SMART Goal Statement:

By June 2025, 75% of the students will be proficient on the Reading SOL.
By June 2025, 60% of our students with disabilities will meet or exceed the Reading SOL benchmark.

Reading Performance: All Students



(Evidence-based) Strategy Name:

[WWC Recommendation 3- \(K-3\)](#)

Teach students to decode words, analyze word parts, and write and recognize words.

[WWC Recommendation 3 \(Grades 4-9\)](#)

Routinely use a set of comprehension-building practices to help students make sense of the text.
Recommendation 3, Part A Build students world and word knowledge so they can make sense of the text

Theory of Action:

Our team thought that if we provided systematic, explicit and cumulative instruction in accordance with the recommendations of the National Reading Panel (science of reading) then students would receive effective instruction in the core areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension which would then increase students reading proficiency.

Recommendation 3 Part, B Provide students with opportunities to ask and answer questions to better understand the text they read

Recommendation 3, Part C: Teach students a routine for determining the gist of a short section of text

Recommendation 3, Part D: Teach students to monitor their comprehension as they read

Description:

The National Reading Panel (NRP) report found that teaching students to recognize and manipulate sound segments in words (also referred to as phonological awareness) and to link those sounds to letters is necessary to prepare them to read words and comprehend text. Recent evidence reviewed for this guide supports the NRP's conclusion. The ability to isolate sounds and then link those sounds to letters will help students read about 70 percent of regular monosyllabic words, such as fish, sun, and eat. 48 The system for linking sounds to letters is called the alphabetic principle. To effectively decode (convert from print to speech) and encode (convert from speech to print) words, students must be able to

- identify the individual sounds, or phonemes, that make up the words they hear in speech
- name the letters of the alphabet as they appear in print
- identify each letter's corresponding sound(s)

Provide purposeful fluency-building activities to help students read effortlessly.

1. Provide a purpose for each repeated reading.
2. Focus some instructional time on reading with prosody.
3. Regularly provide opportunities for students to read a wide range of texts.

WWC Recommendation 3- Teach students to decode words, analyze word parts, and write and recognize words. (K-3 page 22-31)

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

WWC Recommendation 3- Routinely use a set of comprehension-building

practices to help students make sense of the text. (Grade 4-5)

- Part A Build students world and word knowledge so they can make sense of the text
 - Develop world knowledge that is relevant for making sense of the passage.
 - Teach the meaning of a few words that are essential for understanding the passage.
 - Teach students how to derive meanings of unknown words using context.
 - Teach prefixes and suffixes to help students derive meanings of words.
- Part B Provide students with opportunities to ask and answer questions to better understand the text they read
 - Teach prefixes and suffixes to help students derive meanings of words.
 - Provide ample opportunities for students to collaboratively answer questions.
 - Teach students to ask questions about the text while reading.
- Part C: Teach students a routine for determining the gist of a short section of text
 - Model how to use a routine to generate gist statements.
 - Teach students how to use text structures to generate gist statements.
 - Work collaboratively with students to generate gist statements.
- Part D: Teach students to monitor their comprehension as they read
 - Help students determine when they do not understand the text.
 - Teach students to ask themselves questions as they read to check their understanding and figure out what the text is about.
 - Provide opportunities for students to reflect on what they have learned.

Provide systematic, explicit, and cumulative instruction in whole-class and targeted small groups for reading. Consider assessing the needs of students and target areas of reading identified by the National Reading Panel, including phonemic awareness, phonics, fluency, vocabulary and comprehension. Tier of Evidence: Strong	
Student Measure #1: Grades K-2 By the end of the year, 75% or more of students in grades K-2 will score medium risk or low risk on the VALLSS assessments.	Student Measure #1: Grades 2-5 - On each NWEA testing assessment, 100% of students in grades 2-5 will meet their projected RIT growth target (set by NWEA). - On each NWEA testing assessment, 100% of SWD in grades 2-5 will meet their projected RIT growth target (set by NWEA). Data: MAP growth data for grades 2-5 from fall to spring Pull out special education sub group data
	Student Measure #2: Grades 3-5 75% or more of students in grades 3-5 will score proficient or advanced on JA Bookworms Common Assessments 60% or more of SWD in grades 3-5 will score proficient or advanced on JA Bookworms Common Assessments.
Staff Measure #1: - Based on monthly walkthrough observational data, 100% of teachers in grades 2-5 will be observed explicitly teaching academic vocabulary. - Based on monthly walkthrough observational data, 100% of teachers (with SWD students) in grades 2-5 will be observed explicitly teaching academic vocabulary using a high yield co-teaching model Come back to this with Cindy's walkthrough tool *Need to create an internal document to track completion + progress *Also internal need to reinforce important components from training to allow staff to process, absorb and practice with this new learning.	Staff Measure #2: Based on monthly walkthrough observational data, 100% of teachers in grades 2-5 will be observed providing opportunities for students to engage in academic vocabulary discourse and/or academic vocabulary independent or group activities. Look at strand analysis for EL/other sub groups specifically??? Need to make these measurable and look specifically and what we want to measure and what data will be collected

	Rationale: Bookworms is a VA approved Tier 1 curriculum and was chosen as our tier one reading program because it meets the recommendations of the National Reading panel and VDOE.
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Action Plan

Action Items	Person(s) Responsible	Start date	End date	Budget (local, state, federal funds)
Develop a PLC structure that specifies opportunities for reading focused lesson planning, unpacking literacy standards, examining student work, and participating in reading data analysis + making data decisions.	Alicia Kingcade	8/7/2024	8/16/2024	
Provide training for Instructional Leadership Team members to facilitate the implementation of the new PLC structure.	Alicia Kingcade	8/7/2024		
Provide opportunities for instructional coaches to participate in conferences and professional development to build their professional knowledge about leadership topics, academic discourse, PLC facilitation, or content-based standards (i.e., Literacy). Create opportunities during school wide professional development for instructional coaches to engage staff in turn around training, provide ongoing professional learning, and track implementation of strategies in the classroom.	Alicia Kingcade	8/22/2025	6/10/2025	Federal and Local(\$20,000 for conferences and training (Learning Forward, Leadership, Kagan Cooperative Learning, Talk Read, Talk Write, Supplemental Literacy training)
Develop a schedule that ensures EL teachers support language development in grades 1-5 reading and/or math instruction.	Lemore Fritz	8/1/2024	9/1/2024	Local (\$1,000 for stipend position to develop the schedule)
Develop a schedule that ensures EL teachers' schedules are balanced with small and whole group instruction to provide language support to students during math block.	Lemore Fritz	8/1/2024	9/1/2024	Federal (\$6000 for planning purposes to ensure services and accommodations are being addressed) Local(\$10,000- instructional materials , online software)

Ensure EL teachers implement and follow schedules with fidelity to support language learning in both small and whole group settings.	Mark Luther Jeffrey Palmer	8/1/2024	3/1/2025	
Ensure EL teachers use high impact strategies, evidence-based and research-based language development strategies, and EL best practices on a daily basis with students in the co-teaching setting.	Mark Luther Jeffrey Palmer			
Revise the EL schedule to increase support during reading instructional block for 5th grade long term substitute.	Lemore Fritz	10/22/2024	11/2/2024	
Provide structured support for new teachers through our monthly mentor/mentee academy. Designate a specific block of time in the daily instructional schedule for mentor coordinator to support mentees and mentors with classroom management, student engagement, etc.	Jeretha Thomas	8/1/2024	06/2025	
Engage instructional staff in VDOE required Virginia Literacy Act Trainings	Alicia Kingcade	10/4/2024	06/2025	
Engage instructional staff in literacy focused division trainings.	Alicia Kingcade	8/19/2024	06/2025	
Provide IMSE Training (Comprehensive OG or Morphology Plus) to EL teachers, reading specialist, literacy coach, school improvement coach for the purpose of strengthening VALLSS reading intervention.	Alicia Kingcade	8/1/2024	10/30/2024	
Develop/ revise walkthrough tools (Bookworms, Really Great Reading, technology, dual language) to monitor fidelity of instruction in content areas. Share walkthrough tools with staff.	Michelle Nettleton Lemore Fritz Yenny Lugo	8/19/2024	9/9/2024	
Created walk through tools to specifically match the language and recommendations from the literacy EBI guide.	Michelle Nettleton	1/6/2025	2/2025	N/A
Conduct ELA walkthroughs and use the data to	Michelle Nettleton	3/3/2025	06/2025	N/A

improve instructional outcomes for students in classrooms by reinforcing the importance of explicit instruction in vocabulary (grades 2-5) and phonemic awareness (grade K-2).				
Involve grade-level teams in data analysis discussions/protocols (facilitated by the instructional coaches) to identify trends and implement instructional strategies and interventions through PLC.	Michelle Nettleton	9/1/2024	5/15/2025	Federal (\$10000 for planning purposes, professional learning materials, and refreshments)
Collaborate with Amber (school improvement liaison) to decide on the most impactful protocol for data analysis. Begin using a data analysis protocol after every unit/benchmark assessment to inform future curriculum pacing, reviewing of content standards, and determining high impact instructional strategies for teaching content.	Michelle Nettleton	2/26/25	TBD	
Identify targeted, research-based interventions for Tier 2 and 3 students, and assign interventions to the students based on their needs.	Michelle Nettleton	9/9/2024	10/25/2024	Federal (Instructional coach and reading interventionist salaries - \$240,000)
Implement consistent, targeted, and targeted instruction for Tier 2 and 3 students provided by qualified interventionists during IET instructional block. Interventionists and literacy coach will monitor quarterly and make adjustments as necessary.	Michelle Nettleton	10/25/2024	06/2025	Federal (Instructional coach and reading interventionist salaries - \$240,000)
Collaborate with grade level teachers to improve Lexia unit completion outcomes by teaching the recommended intervention lessons to ALL students.	Michelle Nettleton	10/1/2024		
Identify teachers to participate in classroom management/ routine focused instructional coaching cycles and implement the coaching cycle plans.	Alicia Kingcade	10/21/2024		
Coaches will support the lesson planning process	Michelle Nettleton	3/3/2025	06/2025	

during dedicated PLC and teachers will include academic discourse and components of the EBI in their lesson plans.				
Change the PLCs from a weekly rotational focus to an integrated approach of looking at the EBI and pulling in student work, data analysis, and explicit instruction defined by the EBI. Differentiate for grade level teams as necessary.	Instructional Coaches	2/3/2025	06/2025	
During PLC, the literacy instructional coach will facilitate a deep dive into the identified EBI guide and each grade level (2-5) will select one of the recommendation subsections (A, B, C, D) to begin with and commit to.(The agreed upon strategy can change by the unit and will be indicated in the math lesson plans.	Michelle Nettleton	2/21/2025	06/2025	
The Instructional Coaching Team will create a schedule for observing classrooms using the revised EBI walkthrough tool and the agreements made during grade level PLCs (non-negotiables). Provide ongoing feedback, coaching, and collaboration as indicated by the data from walkthroughs.	Alicia Kingcade	3/10/2025	06/2025	
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)		

Domain I: Academic Supports

Content Area: Science

Barrier(s):

- Limited time for students to do meaningful hands-on experiments.
- Ensuring that the schedule had science being taught every day with fidelity(K-2 grades)

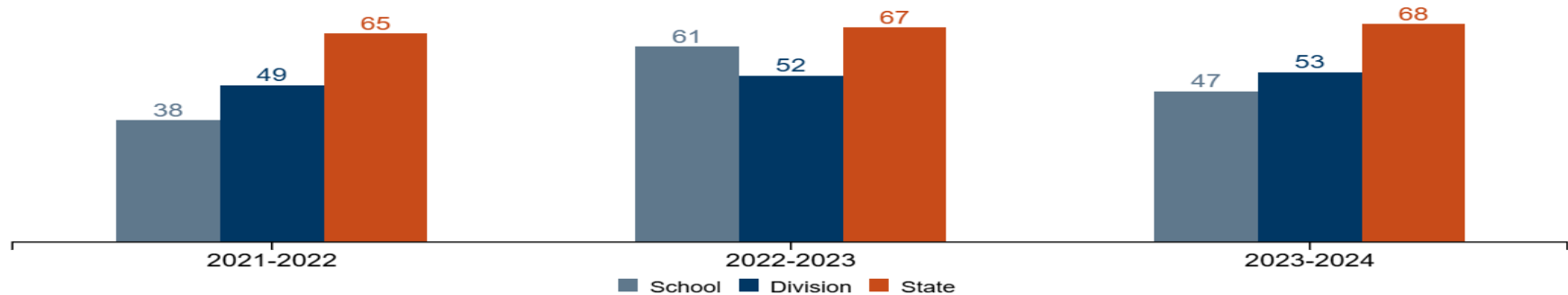
SMART Goal Statement: By June 2025, 70% of the students will be proficient in the Grade 5 Science SOL.

Science Performance: All Students

Science



UPDATE CHART



(Evidence-based) Strategy Name:

Recommendation #1 - Teach a Set of Academic Vocabulary Words Intensively Across Several Days Using a Variety of Instructional Activities

Teach academic vocabulary in depth using multiple modalities (writing, speaking, listening)

Recommendation #2 - Integrate Oral and Written English Language Instruction into Content-Area Teaching

Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content

Tier of Evidence: Strong

Student Measure #1:

- 70% or more of students in 5th grade will score proficient or advanced on each quarterly Divisionwide Benchmark Assessments.

Description:

Provide high-quality instructional routines that build on oral and written language and academic discourse within the Science content area.

Theory of Action:

Our team thought that by integrating oral and written English language instruction into science teaching, we would foster an environment where all students, particularly ELLs (hispanic and white) and those from diverse backgrounds, can thrive academically and develop essential skills for scientific inquiry and communication, and in doing so increase overall performance in science.

Student Measure #2:

- By Spring 2025, 70 % of 5th graders will score proficient or advanced on the Science SOL and Spring Divisionwide Benchmark Assessment

70% of SWD in 5th grade will score proficient or advanced on each quarterly Divisionwide Benchmark Assessments. Data Needed: School Net Data for each unit assessment Pull out special education sub group data				
Staff Measure #1: Based on bi-weekly walkthroughs, 100% of teachers 5th grade will be observed explicitly teaching academic vocabulary In science and engaging students in academic vocabulary discourse and/or independent/group activities .	Staff Measure #2: When observed during bi-weekly walkthroughs and during science investigations (once per unit) 100% of 5th grade teachers will be observed using effective questioning strategies to promote independent, problem solving, and critical thinking.			
Action Plan				
Action Items	Person(s) Responsible	Start date	End date	Budget (local, state, federal funds)
Develop a PLC structure that specifies opportunities for science focused lesson planning, unpacking science curriculum standards, examining student work, and participating in science data analysis + making data decisions.	Alicia Kingcade	8/7/2024	8/16/2024	
Provide training for Instructional Leadership Team members to facilitate the implementation of the new PLC structure.	Alicia Kingcade	8/7/2024		
Provide opportunities for instructional coaches to participate in conferences and professional development to build their professional knowledge about leadership topics, academic discourse, PLC facilitation, or content-based standards (i.e. science). Create opportunities during school wide professional development for instructional coaches to engage staff in turn around training, provide ongoing professional learning, and track implementation of strategies in the classroom.	Alicia Kingcade	8/22/2025	6/10/2025	Federal and Local(\$20,000 for conferences and training (Learning Forward, Leadership, Kagan Cooperative Learning, Talk Read, Talk Write, Supplemental Literacy training)
Develop a schedule that ensures EL teachers support language development in science across grade levels.	Lemore Fritz	8/1/2024	9/1/2024	Local (\$1,000 for stipend position to develop the schedule)
Ensure EL teachers implement and follow schedules with fidelity to support language learning in both small and whole group settings.	Mark Luther	8/1/2024	3/1/2025	

	Jeffrey Palmer			
Ensure EL teachers use high impact strategies, evidence-based and research-based language development strategies, and EL best practices on a daily basis with students in the co-teaching setting.	Mark Luther Jeffrey Palmer			
Develop/ revise walkthrough tools (science, technology, dual language) to monitor fidelity of instruction in content areas. Share walkthrough tools with staff.	Michelle Nettleton Lemore Fritz Yenny Lugo	8/19/2024	9/9/2024	
Conduct science walkthroughs and use the data to improve instructional outcomes for EL students in classrooms.	Kate Outten	12/2024	06/2025	
Develop/ revise walkthrough tool (classroom management/routines) to support teachers with maximizing instructional time. Share walkthrough tools with staff.	Lemore Fritz	10/21/2024	10/25/2024	
Conduct classroom management/routines walkthroughs and use the data to improve instructional outcomes for students in classrooms by helping teachers develop systems to maximize instructional time.	Lemore Fritz	11/7/2024		
Provide ongoing professional learning (i.e., Kagan Cooperative learning structures, Talk Read Talk Write, leadership development, and classroom management-NEA workshops) about academic engagement and discourse and cooperative learning structures for all teachers. The instructional coaches will provide training to the teachers during professional learning communities (PLC), staff monthly meetings, or divisionwide meetings.	Jeffrey Palmer	8/22/2024	6/10/2025	
Use professional learning opportunities about high-quality classroom routines and structures (i.e., Kagan Cooperative learning structures, classroom management, or Learning Forward PD) to support classroom management during instructional coaching tiered levels of support.	Mark Luther Jeffrey Palmer	8/22/2024	6/10/2025	
Engage all teachers in peer observations to support professional learning initiatives and allow teachers to share practice and learn	Jeffrey Palmer	9/30/2024	5/15/2025	

from each other. The instructional teaching staff will implement peer observations during the school day and use PLCs to discuss trends and best practices that can be implemented. The instructional coaches will facilitate this process for the teams.				
Engage teachers in science-focused, arts-integrated professional development through CETA partnership with the Kennedy Center.	Lemore Fritz	11/18/2024	1/17/2025	
Host (Doktor Kaboom) Science Assembly for students in grades 3-5 to build excitement for science.	Lemore Fritz	10/18/2024	10/18/2024	
Created walk through tools to specifically match the language and recommendations from the Science EBI guide.	Kate Outten	12/2024	1/2025	
Conduct science walkthroughs (grades 4-5) and use the data to improve instructional outcomes for students in classrooms by reinforcing the importance of explicit instruction in mathematical language.	Kate Outten	1/2025	06/2025	
Involve grade-level teams in data analysis discussions/protocols (facilitated by the science instructional coach) to identify trends and implement instructional strategies and interventions through PLC.	Kate Outten	2/2025	06/2025	
Collaborate with Amber (school improvement liaison) to decide on the most impactful protocol for data analysis. Begin using a data analysis protocol after every unit/benchmark assessment to inform future curriculum pacing, reviewing of content standards, and determining high impact instructional strategies for teaching content.	Kate Outten	2/26/25	TBD	
Identify teachers to participate in science focused instructional coaching cycle.	Alicia Kingcade Kate Outten			
Implement coaching cycle plan for identified teachers and track student achievement/ teacher performance for those classes.	Kate Outten			
Restructure bi-weekly science encore for grades 4-5 to focus on standards that students performed lowest on in earlier units/previous years.	Kate Outten	2/3/2025	06/2025	

Coaches will support the lesson planning process during dedicated PLC and teachers will include academic discourse and components of the EBI in their lesson plans.	Kate Outten	3/3/2025	06/2025	
Change the PLCs from a weekly rotational focus to an integrated approach of looking at the EBI and pulling in student work, data analysis, and explicit instruction in academic scientific language. Differentiate for grade level teams as necessary.	Kate Outten			
During PLC, the science instructional coach will facilitate a deep dive into the identified EBI guide and present two non-negotiables for 4th and 5th grade teams. Teams will select an additional third strategy from the EBI guide that they will commit to in their instruction.. Kate Outten	Kate Outten	03/24/2025	06/2025	
The Instructional Coaching Team will create a schedule for observing classrooms using the revised EBI walkthrough tool and the agreements made during grade level PLCs (non-negotiables). Provide ongoing feedback, coaching, and collaboration as indicated by the data from walkthroughs.	Alicia Kingcade	3/10/2025	06/2025	
Add-statement of providing experiences and material to support science learning				
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
<i>The ILT will monitor and evaluate the implementation of the CSIP action steps on a monthly basis. We will evaluate the strategies and make adjustments based on data analysis.</i> ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.				
<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <u>Analysis:</u> Address impact and next steps. John Adams 2024-2025 CSIP Progress Monitoring Document				
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		

Domain II: Staffing Supports

Barrier(s):

- Lack of feeling of connection
- Size of school
- Too many initiatives

SMART Goal Statement: By June 2025, we will increase the percentage of staff who report that their supervisor and colleagues care about them by 5 percentage points.

Rationale:

In the 2023-24 Equity Climate Survey, 68% of staff agreed or strongly agreed that their supervisor cares about them. 71% of staff agreed or strongly agreed that their colleagues care about them. The lowest percentages were in the staff tenure subgroup who have been at ACPS 4-9 years.

(Evidence-based) Strategy Name: School climate improvement

Tier of Evidence:

Description:

Improving staff morale

Theory of Change:

If we increase staff appreciation and recognition, teachers and staff will feel more cared for by their supervisors and colleagues, which will result in an increased percentage of staff reporting feeling cared for by supervisors and colleagues as measured by the annual Equity Climate Survey. In the longer term, and coupled with further investigation and action in areas of improvement for staffing support, the overall school climate should improve.

Student Measure #1: Student Survey Summary	Student Measure #2:
Staff Measure #1: For the months of February through May, 80% of staff will complete the monthly in-house survey regarding work climate. Question 1: My supervisor cares about me. Question 2: My colleagues care about me. Scale: Strongly Agree, Agree, Neutral- No Opinion, Disagree, Strongly Disagree Why did you select the rating?	Staff Measure #2: Quarterly, 80% of staff will complete the Working Climate Conditions Questionnaire. List of actions that have been in place to improve staff morale ex: Birthday shoutouts, staff showcase, Golden Ticket for staff, Edgar The Eagle, Secret Eagle, Monthly shout outs One specific/concrete idea that you have to increase staff morale: _____

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)
Develop and implement a plan for sharing school success stories: This includes highlighting areas of strength in our school; successes that staff, community partners, families and students have experienced and plans for future activities.	November 2024	June 2025	Dr. Alicia Kingcade	N/A
Develop and implement a plan for regular appreciation of staff, community partners, families, and students for their contributions by thanking and acknowledging them publicly	November 2024	June 2025	Family Liaison Communities in Schools Coordinator Dr. Alicia Kingcade Mark Luther Dr. Jeffrey Palmer	Local (\$5,000 promotional items, professional development resources and refreshments)
A team established to offer staff bonding/social time/relationship-building opportunities.	November 2024	June 2025	Equity Committee Sunshine Committee	

Gathering data about staff work conditions to inform future improvements: start/stop/continue protocol, one-on-one interviews, and activities.	Jan. 2025	May 2025	Dr. Alicia Kingcade Mark Luther Dr. Jeffrey Palmer	N/A
Administration conduct exit interviews for 100% of staff that are not returning for the 2025-2026 school year.	May 2025	June 2025	Dr. Kingcade	N/A
Professional learning plan: Offer grade level teams 2 opportunities for grade level teams planning days with sub coverage. vertical articulation meetings	September 2025	June 2026		
Add action step to improve staff attendance				
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.				
<u>Analysis:</u> Address impact and next steps.				
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		

Domain III: Professional Learning Supports	
Barrier(s):	
SMART Goal Statement:	
(Evidence-based) Strategy Name: Tier of Evidence: Choose an Item	Description:
Student Measure #1:	Student Measure #2:
Staff Measure #1:	Staff Measure #2:

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)
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
<u>Evidence</u> : Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <u>Analysis</u> : Address impact and next steps.				
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		

Domain IV: School Climate Supports
Barrier(s): - Limited time in the instructional day to make connections to families - Families not having resources or limited time to be engaged in the school - Cultural differences and understanding of schooling in United States
SMART Goal Statement: By June 2025, we will decrease the chronic absenteeism rate among Hispanic students from 40% to 20% as measured by school-wide attendance reports. Baseline data:

- Based on the list of chronically absent students, the following groups have the highest chronic absenteeism rate- KG (41/131=30%), Hispanic(53/131=40%) - After reviewing the entire school attendance data, the following groups have the highest chronic absenteeism rate- Special Ed. (27%), Kindergarten (27%), Fourth Grade (18%), First and Third Grades (15%)	
(Evidence-based) Strategy Name: Teachers conduct home visits through the LEAP program. Tier of Evidence: Book Study - “The School Leaders’ Guide to Tackling Chronic Absenteeism book”	Description: Engaging with families through home and connections initiative that will help them to understand the importance of attendance. Providing teachers with instructional materials and support to work with families that will improve attendance schoolwide. Ensuring that students connect with an adult to create a welcoming culture and safe and orderly environment. Theory of Change: Our school improvement team thought that if we promote the importance of classroom teachers reaching out to families when a student begins demonstrating patterns of absences or tardies and provide incentive programs for students to attend school daily, then we would see a decline in chronic absenteeism tendencies at the beginning of the school year.
Student Measure #1: The Hispanic students' chronic absenteeism rate will decrease by 5% each quarter as measured by attendance reports.	Student Measure #2: 100% of Hispanic students with chronic absenteeism have had direct exposure to an intervention provided by staff (parentsquare message, phone call, Home visit, etc)
Staff Measure #1: Write as smart goal (maybe simplify and make more targeted By June 2025, after receiving professional learning in evidence and research-based strategies to improve attendance rates, teachers will demonstrate the application of strategies and make intentional home and school connections as measured by Parent Square post reports and families feedback using a common parent reflection and feedback form/tool.	Staff Measure #2: By June 2025, teachers will apply evidence-based strategies to improve student attendance by intentionally engaging families through home-school communication. Teachers will reach out to families of students who are at risk of absenteeism (10-19% absenteeism) and document these outreach efforts on a google form. The goal is for 80% of teachers to complete and submit this form to track their outreach efforts by the end of the school year.

Action Plan					
Action Items	Person(s) Responsible		Start date	End date	Budget (local, state, federal, funds)
Implement LEAP strategy to build family and school connections (i.e., home visits and/or family curriculum/non-curriculum nights, walking school bus-accountability partner).		Chelsea Guevara Perez	8/19/2024	6/1/2025	Federal(\$10,000-materials for family engagements nights, refreshments, pay for teachers to planning)
Engage families in Content-based events to increase family engagement and reinforce science, literacy, and math standards.		Alicia Kingcade Mark Luther Jeffrey Palmer	10/9/2024	6/1/2025	Federal(\$15,000-transportation, Jamestown and Science themed event fees) Federal(\$5,000-STEAM and PBIS assemblies)
Teachers will implement connections(monthly), events(quarterly), and classroom posts(2 posts weekly) to encourage family engagement in the school.		Alicia Kingcade Mark Luther Jeffrey Palmer			Federal(\$5000-planning time to pay staff for monitoring and developing plan for attendance and professional learning material to support family engagement)
Engage students in extended learning experiences (i.e.Jamestown and Science themed field trips and STEAM or PBIS assemblies) to support content and academic/social emotional learning to increase their involvement in school. The staff will develop these experiences that will engage students in learning more and wanting to come to school.		Mark Luther Jeffrey Palmer	9/1/2024	6/12/2025	Local (\$2000-materials needed for students as incentives, \$5000-paying teachers to teach the non-academic focus clubs) Federal(\$10,000 paying teachers to

					teach the academic focus clubs)
Develop Chronic Absenteeism Plan. Determine criteria for identifying students who are chronically absent for us to target.(i.e., Hispanic, Kindergarten, and SPED) The staff will produce a document that list the specific strategies we will implement to improve the targeted group attendance on a weekly basis.		Chelsea Guevara Perez	9/1/2024	6/1/2025	Federal(\$10,000 - informational materials, refreshments, pay teachers for planning and teaching)
Assign the identified students to a meaningful adult or student ambassador to build their connection to the school. Enroll students in clubs and other programs at the school to increase their involvement. The assigned adult will meet with the student daily and the program coordinator will ensure the student is participating in the club.		Molly Crum	9/16/2024	6/12/2025	N/A
Provide parents with educational information, workshops and learning opportunities about chronic absenteeism, attendance, and school engagement to build their knowledge and understanding about attendance and content. The staff will provide various ideas(parent coffees, workshops, Parent Square posts, conference, flyers, attendance meetings, and events) to teach parents about the importance of attendance on a biweekly basis.		Chelsea Guevara Alicia Kingcade Molly Crum	8/19/2024	6/12/2025	Federal (\$5,000 Family engagement events- food, materials, supplies, stipends)
Recognize perfect attendance monthly with a direct message to parents to encourage families to send their children to school?		Chelsea Guevara Alicia Kingcade	11/2024	6/12/2025	N/A

Form teams within school to earn points? March Madness?					
Team PD - Attendance (Hope)?		Chelsea Guevara	1/2025		
Parent Square Message - Personalized 8% or more absence rate?					
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.					
The attendance committee will meet monthly to review attendance data and determine how we are progressing on strategies related to increasing student attendance. We will make the necessary adjustments based on data analysis. 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)		