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2025 – 2026 Comprehensive School Support Plan

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Profile Information	
Division: Norfolk	**School: Southside STEM Academy**
Principal: Dr. Julia James	**Federal Designations:Choose a Designation** **Comprehensive Support (CSI)**

Stakeholder/Family & Community Engagement

List all stakeholder/Family Community Partners involved and their specific roles.

Resource Partners	Service Partners	Strategic Partners
ODU First Baptist Church Campostella McDonalds United Way First Baptist South Hill Tucker Library James E. Newby Foundation	Envision Family Services, LLC Foodbank of Southeastern Virginia Norfolk Redevelopment & Housing Authority Life Enrichment Center Early Literacy Tutors University Instructors	EVMS Sentara ODU Virginia Tech Nauticus

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.

Southside STEM Academy is committed to developing a comprehensive plan that addresses the academic, social, and emotional needs of all scholars. This plan will increase opportunities for effective teaching and learning practices while fostering strong partnerships with families and community organizations.

The primary focus will be on strengthening **Tier I instruction** to improve comprehension and understanding across all content areas. High-quality core instruction will be supported through intentional planning, aligned instructional strategies, and data-informed decision-making.

Teachers and staff will engage in ongoing reflective dialogue and data analysis sessions to identify areas for improvement. During collaborative Professional Learning Communities (PLCs), staff will evaluate instructional practices and explore evidence-based strategies to increase equitable learning opportunities for all scholars.

Family engagement will remain a priority. Input will be gathered through surveys, workshops, and monthly academic/ support events designed to inform and empower families. In addition, external partnerships will play a vital role by offering academic and social-emotional support during the school day, in after-school programs, and through in-home outreach.

The **instructional leadership team** will continue to strengthen teacher capacity through classroom coaching, modeling, and co-teaching. School administrators will conduct weekly classroom observations including walkthroughs, informal visits, and formal evaluations; followed by actionable feedback to promote continuous instructional growth.

Through these collective efforts, Southside STEM Academy will ensure a supportive, engaging, and high-performing learning environment for every scholar.

Southside STEM Academy will strengthen Tier I Instruction, targeted interventions, and positive school climate to improve achievement and growth for all scholars, with focused support for scholars with disabilities and English learners. Actions align with Norfolk Public Schools' MTSS and PBIS frameworks and VDOE accountability indicators for academic achievement, growth, English learner progress, and chronic absenteeism.

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Domain I: Academic	Content Area: English

Barrier(s): Currently, **11 out of 21 ELA teachers (grades K–8)** are considered **novice in effectively teaching reading**. This means that **over 50% of the ELA instructional staff** require targeted support and ongoing professional development to improve their ability to deliver high-quality, aligned reading instruction. This gap directly impacts student outcomes, particularly in foundational literacy and comprehension skills.

Additional Barriers:

- **Socioeconomic Factors:** A significant portion of our student population faces challenges such as poverty, food insecurity, and limited access to academic resources outside of school, all of which affect academic performance and engagement.
- **Lack of Motivation and Engagement:** Many scholars demonstrate limited intrinsic motivation and inconsistent engagement in reading activities, which hinders their academic growth and contributes to widening achievement gaps.
- **Undiagnosed or Unaddressed Learning Disabilities:** Some students may struggle with reading due to undiagnosed or inadequately supported learning needs, such as dyslexia or processing disorders, which require specialized interventions and differentiated instruction

SMART Goal Statement: By the end of the **2025–2026 academic year**, Southside STEM Academy (SSAC) will increase the overall **SOL Reading Assessment** pass rate from **50% to 60%**, as measured by official Virginia Standards of Learning (SOL) assessment results.

SMART Goal Statement 2: By the end of the 2025-2026 academic year, we will increase the percentage of students with disabilities passing the SOL Reading test from 27% to 40%.

(Evidence-based) Strategy Name:	Description:
Reading K-3 **Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade** ***EBI#1:*** Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1- Strong) ***Reading 4-9*** **Providing Reading Interventions for Students in Grades 4-9** ***EBI#1:*** Build students' decoding skills so they can read complex multisyllabic words. (Tier 1- Strong) ***EBI#2:*** Routinely use a set of comprehension-building practices to help students make sense of the text. (Tier 1- Strong) Part 3A. Build students' world and word knowledge so they can make sense of the text	Grades K-3 **EBI 1:** Teaching students to decode and recognize words and word parts was one of the effective instructional techniques identified by the National Reading Panel (NRP).82 Recent compelling evidence reviewed for this practice guide supports the NRP's conclusions. Grades 4-9 **EBI 2:** The goal of this recommendation is to prepare students with the skills needed to break apart and accurately sound out multisyllabic words. **EBI 3:** The goal of this recommendation is to provide teachers with ways to support students as they learn and practice routines and develop reading habits that promote reading comprehension. These supports can be gradually withdrawn as students gain competence in making sense of the text.

Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read Part 3C. Teach students a routine for determining the gist of a short section of text Part 3D Teach students to monitor their comprehension as they read. **Tier of Evidence: Strong** **Baseline Data:** **SOL** **45 % Pass Rate (23-24) to 50% Pass Rate (24-25)**	
Student Measure #1: 75% of the scholars will demonstrate proficiency on District Unit Assessments. **Other measures are:** • Lexia Core 5 & Power Up • VALLSS • Formative Assessments	**Student Measure #2: 75**% of the scholars will demonstrate proficiency on District Unit Assessments. **Other measures are:** • Growth & SOL Assessment Fall & Winter
Staff Measure #1: By May 2026, 100% of teachers will implement decoding routines with fidelity, as measured by administrative walkthrough trend data and confirmed through review of scholar work artifacts. **Other measures are:** • Lesson Plans • Anecdotal notes • Progress Monitoring Data	**Staff Measure #2:** By May 2026, 100% of K-8 ELA Special Education Teachers will effectively implement strategies to support IEP goals as evident by walkthroughs, formal/informal observations, and lesson plan feedback with a focus on SDIs and effective co-teaching and inclusive practices. **Other measures are**: • Lesson Plans • ReThink Program • Progress Monitoring Data

Action Steps (Describe the step and include who will implement and how often it will be implemented) *At least one Action Step must be created for family engagement*	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds) **Title I schools must add Title I Application measurable objectives****
All K-8 ELA Teachers & Support Staff will participate in weekly Professional Development sessions to assist with aligning the written, taught & test. The data driven PLCs sessions will also focus on learning and	August 2025	May 2026	Principal, Assistant Principal, Reading Specialist, Instructional Coach	SIG Funding

building decoding skills, comprehension of text, Annotation, Formative Assessment, Feedback, and Data Analysis.				
Implements ongoing coaching cycles for novice and developing teachers (modeling → co-teaching → feedback) focused on Tier I ELA practices, including decoding routines, text comprehension, and annotation strategies. Instructional coaches and literacy leads will provide in-class support and debriefs to ensure transfer of PD into daily practice.	September 2025	May 2026	Principal, Assistant Principal, Reading Specialist, Instructional Coach	
Grade-level PLCs will engage in biweekly data analysis of formative and benchmark assessments to monitor growth in decoding, comprehension, and writing. PLCs will adjust instruction and intervention plans based on subgroup performance, with specific attention to Students with Disabilities (SWD) and English Learners (EL).	September 2025	May 2026	Principal, Assistant Principal, Reading Specialist, Instructional Coach	
All K-8 Special Education Teachers, Teacher Assistants, and Tutors will participate in SIPPS training	October 2025	May 2026	Principal, ELA District Specialist, Reading Specialist, Special Education Chair	SIG Funding
Early Intervention Reading Plans will be developed, implemented and monitored for K-8 scholars based on VALLS and SOL data.	October 2025	May 2026	Principal, Reading Specialist, Instructional Coach, Title I Teacher, K-3 ELA Teachers	
Training for ELA Teachers to support in Implementation and monitoring of Lexia Core/ Power Up intervention program for tier 2 & 3 scholars.	September 2025	May 2026	Principal, Reading Specialist, Instructional Coach, Title I Teacher, K-8 ELA Teachers	

The leadership team and T-TAC will conduct monthly learning walks using the NPS Evidence-Based Instruction (EBI) Walkthrough Document and the VDOE K–12 Walkthrough Look-Fors Document as guides. These walks will target Tier I instructional strategies, the use of formative assessments, and student engagement practices. Specific attention will be given to Tier I ELA instruction, including considerations for students with disabilities (SWD), to ensure alignment with both NPS and VDOE expectations for high-quality instruction.	September 2025	April 2026	Principal, Assistant Principal, Instructional Coach, Content Specialists, Title I Teacher	
Special Education Teachers will participate in bi-weekly co-planning sessions using a structed protocol and will provide Specially Designed Instruction to address identified needs in Reading as it relates to decoding and comprehension of text.	September 2025	May 2026	Principal, Assistant Principal, Special Education Dept Chair, District Sped Teacher Specialist	
Increase family engagement in supporting literacy development by implementing targeted strategies based on Evidence Base Strategies that foster partnerships between the school and families. Families will participate in literacy workshops, receive take-home reading materials, and engage in home to school reading activities such as read-alouds, vocabulary games, and comprehension discussions.	August 2025	May 2026	Principal, Reading Specialist, Family Engagement Specialist	Title I (MO1, MO5)
Division Support: Describe how the Division will support in implementing, monitoring, and evaluating the school's strategies & action steps				

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The Division will support implementation of the school's ELA strategies through targeted PD, coaching cycles, and modeling of Tier I instruction. Division staff will participate in joint walkthroughs using the NPS EBI and VDOE K–12 Look-Fors tools, provide access to assessment dashboards to strengthen PLC data analysis, and assist with staffing and instructional resources. Family literacy workshops and aligned take-home materials will be offered to reinforce home–school connections. Progress will be evaluated quarterly through data reviews and feedback cycles.

<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**
Month	***Linked Artifact/Data***	
August	Power Planning Sessions July & August	
September	Saturday Planning Sessions, Monthly ELA Team Meeting to review Walkthrough Forms and SOL Data from 24-25. Family literacy workshop: Science of Reading.	
October		
November		
December		
January		
February		
March		
April		
May		

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Domain I: Academic	Content Area: Mathematics
Barrier(s): Currently, 11 out of 21 Math teachers in grades K-8 are novice in effectively teaching math. This indicates that over half of our teaching staff in this critical content may require additional support and professional development to enhance their skills in math instruction with a focus on alignment. Other barriers include Socioeconomic Factors, Lack of Motivation/ Engagement, and Undiagnosed or unaddressed learning disabilities. Scholars are 2-3 grade levels below.	
SMART Goal Statement: May 2026, SSAC will increase scholars' proficiency in math as measured by the Math SOL from 48% to 60% by implementing targeted interventions, unit & quarterly assessments, and engaging family math programs & workshops. **SMART Goal Statement 2:** By the end of the 2025-2026 academic year, we will increase the percentage of students with disabilities passing the SOL Math test from 24% to 40%.	
(Evidence-based) Strategy Name: ***Math K-5*** **Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades** ***EBI#1:*** Provide systematic instruction during the intervention to develop student understanding of mathematical ideas. (Tier 1- Strong) ***Math 4-8*** **Improving Mathematical Problem Solving in Grades 4 Through 8** ***EBI1:*** Assist students in monitoring and reflecting on the problem-solving process. (Tier 1- Strong) ***EBI2:*** Teach students how to use visual representations. (Tier 1- Strong) **Tier of Evidence: Strong** **Baseline Data:** **SOL** **36% Pass Rate (23-24) to 48% Pass Rate (24-25)**	**Description:** Grades K-5 **EBI 1:** Systematic instructional elements intentionally build students' knowledge over time toward an identified learning outcome(s). Systematic intervention materials are designed to cover topics in an incremental and intentional way and most often include a bundle of practices used to build and support student learning strategically. Grades 4-8 **EBI 2:** In this recommendation, the panel suggests that teachers help students learn to monitor and reflect on their thought process when they solve math problems. **EBI 3:** In this recommendation, visual representations are used to help students solve problems by linking the relationships between quantities in the problem with the mathematical operations needed to solve the problem.
Student Measure #1: 70% of the scholars will demonstrate proficiency on District Unit Assessments. **Other measures are:** • Zearn • Formative Assessments • Growth & SOL Assessment	**Student Measure #2:** 61% of the scholars will demonstrate proficiency on District Unit Assessments. **Other measures are:** • Zearn • Formative Assessments • Growth & SOL Assessment
Staff Measure #1: By May 2026, 90% of K–8 math teachers will implement Explicit Systemic Instruction, Formative Assessment, and Data Analysis	**Staff Measure #2:** By May 2026, 100% of K-8 Math Special Education Teachers will effectively implement strategies to support IEP goals using Explicit Systemic

practices with fidelity, as evidenced by walkthrough trend data, formal/informal observations, and student work artifacts. Other measures are: • Lesson Plans • Anecdotal notes • Progress Monitoring Data	Instruction, Formative Assessment, and Data Analysis as evidenced by walkthroughs, formal/informal observation, and feedback. Other measures are: • Lesson Plans • ReThink Program • Progress Monitoring Data

Action Steps (Describe the step and include who will implement and how often it will be implemented) *At least one Action Step must be created for family engagement*	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds) **Title I schools must add Title I Application measurable objectives****
All K-8 Math Teachers & Support Staff will participate in weekly Professional Development sessions to assist with aligning the written, taught & test. The PD focus is Explicit Systematic Instruction, Use of Visual Representations (CRA), Formative Assessment & Feedback, and Data Analysis.	August 2025	April 2026	Principal, Assistant Principal, Math Specialist, Instructional Coach	SIG Grant
All K-8 Math teachers and support staff will utilize small group instruction to address learning needs.	September 2025	April 2026	Principal, Assistant Principal, Math Specialist, Instructional Coach	
All K–8 math teachers and support staff will implement Zearn with fidelity by completing training, ensuring scholars complete at least three lessons per week with 80% accuracy, and monitoring Zearn usage and mastery data bi-weekly in PLCs to adjust instruction and provide targeted interventions.	September 2025	April 2026	Principal, Assistant Principal, Math Specialist, Instructional Coach, District Teacher Specialist	
The leadership team & T-TAC will conduct monthly learning walks with targeted look-	September 2025	April 2026	Principal, Assistant Principal, Math	

fors on Tier I strategies, formative assessment use, and engagement practices			Specialist, Instructional Coach	
Special Education Teachers will provide Specially Designed Instruction to address identified instructional needs in Math.	September 2025	April 2026	Special Education Department Chair, Math Specialist	
Increase family engagement in supporting math development by implementing targeted strategies that foster partnerships between the school and families. Families will participate in math workshops and family math nights, receive take-home resources (such as games, practice activities, and strategy guides), and engage in home–school activities focused on fact fluency, problem solving, and use of digital tools like Zearn.	October 2025	May 2026	Principal, Math Specialist, Teachers, Family Engagement Specialist	Title I (MO2, M05)

The Division will provide ongoing coaching on Zearn alignment, supporting both the school's math specialist and classroom teachers. Coaching will include modeling lessons, co-teaching, and feedback cycles to ensure Zearn is implemented with fidelity and aligned to the NPS math curriculum and pacing. The math specialist will receive targeted coaching to build capacity as an on-site instructional leader who can extend this support to all K–8 math teachers.

<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**
Month	***Linked Artifact/Data***	
August	ILT Retreat Agenda & Minutes, Goal Setting Documents, Beginning-of-Year Data Review; Summer Planning Sessions July & August (Teachers were invited to Edmentum Training. 5 teachers attended the VCTM Conference	The leadership team and teachers established instructional priorities and reviewed baseline data to inform planning and set measurable goals.
September	Saturday Planning Sessions, Monthly Math Team Meeting to review Walkthrough Forms and SOL Data	

	from 24-25 (9/19/2025). Zearn Training PD (9/23/2025); District teacher specialist provided planning document to align math resources, standards and Zearn.	
October		
November		
December		
January		
February		

Domain I: Academic	**Content Area: Science**

Barrier(s): Currently, 11 out of 21 Science teachers in grades K-8 are novice in effectively teaching science. This indicates that over half of our teaching staff in this critical content may require additional support and professional development to enhance their skills in science instruction with a focus on alignment.

Other barriers include Reading Lexile and Comprehension, Ineffective Tier 1 Instruction, Scholar Retention of previous grade level skills (6th and 7th grade; 3rd-4th), New 2018 Science Standards Socioeconomic Factors, Lack of Motivation/ Engagement, and Undiagnosed or unaddressed learning disabilities.

SMART Goal Statement: SMART Goal Statement 1: By May 2026, Southside STEM Academy will increase scholars' proficiency in science from 38% to 70% on the Science SOL. Progress will be driven by targeted interventions provided bi-weekly in small groups, with mastery measured through unit and quarterly assessments. In addition, families will engage in quarterly science literacy workshops, with success measured by participation rates, feedback surveys, and evidence of home to school activities that reinforce science content and vocabulary.

(Evidence-based) Strategy Name:	**Description:**
EBI 1: Routinely use a set of comprehension-building practices to help students make sense of the text (Tier 1- Strong) **EBI 2:** Teach scholars how to use visual representations. (Tier 1- Strong) 5E or inquiry cycle (Engage → Explore → Explain → Elaborate → Evaluate) **Tier of Evidence: Strong** **Baseline Data:** **SOL** **29% Pass Rate (23-24) to 38% Pass Rate (24-25)** **Science Pre-Assessment Pass Rate**	**EBI 1:** The goal of this recommendation is to provide teachers with ways to support students as they learn and practice routines and develop reading habits that promote reading comprehension. These supports build scholars' world & word knowledge allowing to make sense of text, consistently all scholars to ask and answer questions to understand text and teach scholars to monitor their comprehension as they read. **EBI 2:** In this recommendation, visual representations are used to help students solve problems. Teachers will select representations that are appropriate and aligned. Teachers will use think-alouds and discussions to teach students how to represent problems visually.

Grade 5- 0% **Grade 7 ADV- 4.5%** **Grade 8- 0%**	
Student Measure #1: By May 2026, 70% of scholars will demonstrate proficiency in science through unit and formative assessments, inquiry-based investigations, engagement in Science and Engineering Practices, and correct use of scientific vocabulary in written and verbal explanations. **Other measures are:** · Unit Benchmark Assessment · Formative Assessments · SOL Assessment	**Student Measure #2:**
Staff Measure #1: By May 2026, 90% of science teachers will implement evidence-based instructional practices with fidelity, including the 5E model, Claim–Evidence–Reasoning routines, formative assessments with feedback, and integration of Science and Engineering Practices, as measured by walkthroughs and observation data. Other measures are: · Lesson Plans · Scholar work (formative assessments, labs, projects) · Progress Monitoring Data	**Staff Measure #2:**

Action Steps (Describe the step and include who will implement and how often it will be implemented) *At least one Action Step must be created for family engagement*	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds) **Title I schools must add Title I Application measurable objectives****
All K-8 Science Teachers and Specialists will participate in Professional Development sessions to assist with implementing comprehension-building practices in the classroom. The PD focus is Explicit	August 2025	May 2026	Instructional Coach, STEM Specialist, and Department Chair	

Systematic Instruction, Formative Assessment & Feedback, and Data Analysis.				
All K-8 Science Teachers and Specialists will participate in Professional Development sessions to assist with teaching students how to interpret visual (graphs, data tables, flow charts, food chains, food webs, nutrient cycles, solar system, etc.) representation. The PD focus is Explicit Systematic Instruction, Formative Assessment & Feedback, and Data Analysis.	September 2025	May 2026	Teachers, STEM Specialists	
The SSAC Science team will measure the impact of Explicit Systematic Instruction, Formative Assessment & Feedback, and Data Analysis by reviewing scholar mastery on formative/unit assessments, CER investigations, benchmark data, and walkthrough/student work trends to confirm improved science outcomes.	October 2025	May 2026	Principal, Assistant Principal, STEM Specialist, District Teacher Specialist	
Science Lesson Plans and Unit Maps will be developed, implemented, and monitored for K-8 scholars based on Unit Assessment data.	August 2025	May 2026	Principal, Assistant Principal, Instructional Coach, STEM Specialist, and Department Chair	
School Leadership Team will meet bi-weekly to analyze academic performance data through progress monitoring and observational data to drive next steps.	August 2025	May 2026	Principal, Assistant Principal, Instructional Coach, Content Specialists, Title I Teacher, Special Education Chair	
Increase family engagement in supporting	November 2025	May 2026	Principal, Reading Specialist, Family	Title I (MO3, M05)

science literacy development and engineering practices by modeling and implementing targeted strategies that foster partnerships between the school and families. Families will participate in quarterly science literacy and STEM workshops, engage in at-home inquiry activities (e.g., simple experiments, CER questioning routines), and use take-home resources that reinforce vocabulary and problem-solving skills.			Engagement Specialist	

Division Support: Describe how the Division will support in implementing, monitoring, and evaluating the school's strategies & action steps

The Division will support science improvement by providing professional development and coaching on the 5E model, Claim–Evidence–Reasoning, and Science and Engineering Practices. District staff will supply curriculum resources, participate in joint walkthroughs using NPS and VDOE tools, and provide assessment data to guide PLC analysis. In addition, the Division will partner with schools to host family science literacy/STEM events and will review implementation data quarterly to offer feedback and targeted recommendations.

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
Month	***Linked Artifact/Data***	
August	SOL data analysis and goal setting, Power Planning Sessions; PD Plan	Analyzing academic growth using data from Unit Assessment
September		
October		
November		
December		
January		
February		
March		
April		

May	Spring 2026 SOL Data	

Domain II: Staffing Supports	
Barrier(s): SSAC has experienced **high staff turnover rates over the past several years**, which has disrupted instructional consistency and hindered the development of a strong, collaborative teaching culture. Additionally, **instructional specialists were frequently assigned to teach classes**, limiting their ability to **coach, model, and support classroom teachers**. As a result, opportunities to build teacher capacity, strengthen instructional practices, and implement effective, schoolwide professional development have been significantly reduced.	
SMART Goal Statement: By May 2026, SSAC will reduce the percentage of vacancies across grades K-8 to less than 10% by implementing targeted recruitment strategies to improve retention programs and build a program of support for new and experienced staff.	
(Evidence-based) Strategy Name: A comprehensive model of teacher induction: Implementation and impact on teachers and scholars. **Tier of Evidence: Moderate** https://ies.ed.gov/ncee/WWC/Study/86088	**Description:** **The New Teacher Center (NTC) used this validation grant to implement teacher induction strategies, which aim to provide novice teachers with support as they first transition to the classroom. Through the grant, NTC formalized four key components of its comprehensive induction model: (1) build the capacity of districts and school leaders to support the mentoring program, (2) select and assign full-time release mentors to caseloads of no more than 15 teachers each, (3) provide mentors more than 100 hours of intensive training through institutes and in-field support from lead coaches, and (4) provide regular, high-quality mentoring to first- and second-year teachers using a system of NTC-developed online formative assessment tools. The NTC mentors supported first- and second-year teachers in multiple schools at a ratio of 15 beginning teachers to 1 mentor. New teachers receive 2 years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers worked through a system of NTC-developed online formative assessments, including tools to guide observation cycles and to develop teachers' skills in planning lessons and analyzing student work.**
Student Measure #1: Improvement in academic data; Increase percentage of scholars demonstrating mastery on district and state assessments in Math, Reading, and Science.	**Student Measure #2:**
Staff Measure #1: Retention Rates for new and experienced staff; Percentage of classes taught by highly qualified teachers.	**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)

At least one Action Step must be created for family engagement				****Title I schools must add Title I Application measurable objectives****
Monthly Mentor Meetings Schedule	August 2025	May 2026	Lead Mentor	
Coaching & Content Planning Support (Reading, Math, Science)	August 2025	May 2026	Instructional Coach, Content Specialists, District Specialist, STEM Specialist	
Explicit Professional Development Opportunities with a focus on Reading, Math, & Science	September 2025	April 2026	Instructional Coach, Content Specialists, District Specialist, STEM Specialist	
Bi-Weekly Walkthroughs/ Observations with Feedback	August 2025	May 2026	Principal, Assistant Principal	
Attending and Participating in the SREB Conference	July 2025	July 2026	Principal, Assistant Principal, Teachers	SIG Funds

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

The LEA will support staffing by recruiting and retaining qualified teachers, providing division specialists and T-TAC resources for coaching and intervention, delivering professional learning aligned to EBI practices, and conducting quarterly reviews of staffing impact to ensure alignment with school improvement goals.

<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)		**Evidence of Progress (update monthly)**
Month	***Linked Artifact/Data***	
August	Professional Development Plan	New Teacher morale and retention Monthly Teacher Mentor Meeting Agenda
September	Recruitment & Retention: Review of Vacancy and Staffing reports	
October		
November		
December		
January		

February		
March		
April		
May		

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Domain III: Professional Learning Supports	
Barrier(s): Time for effective planning, data analysis, and preparation to delivery Tier I Instruction	
SMART Goal Statement: By May 2026, Southside STEM Academy will strengthen instructional excellence by establishing targeted professional development in Reading, Math, and Science through Professional Learning Communities (PLCs). Each PLC will meet at least twice per month to analyze scholar data, plan aligned instruction, and share evidence-based practices. Success will be measured by 100% teacher participation in PLCs, verified through attendance logs, as well as evidence of improved instructional practices from classroom walkthrough trend data and gains in student achievement outcomes. This work will foster a culture of continuous professional growth and collaboration.	
(Evidence-based) Strategy Name: Professional Learning Communities; using grade level and content data **Tier of Evidence: Strong**	**Description: P**LCs are structured groups where teachers and staff collaborate regularly to discuss student learning, share effective practices, solve instructional challenges, and support each other's professional growth. PLCs create a culture of trust and shared responsibility, which helps to improve the overall school climate.
Student Measure #1: At least 75% of students will exceed mastery or show mastery on district unit assessments in Reading, Math, and Science throughout the year.	**Student Measure #2:**
Staff Measure #1: At least 80% of teachers will demonstrate implementation of learned strategies with fidelity, as evidenced by classroom walkthrough and formal observation data.	**Staff Measure #2:**

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented) *At least one Action Step must be created for family engagement*	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds) ***Title I schools must add Title I Application measurable objectives****
The leadership team will measure the impact of PLCs by analyzing student performance data (formative, benchmark, and SOL results) connected to PLC focus areas in Reading, Math, and Science. PLC minutes, lesson plans, and student work artifacts will be reviewed quarterly to determine how collaborative planning translates into improved	September 2025	May 2026	Principal, Instructional Coach, School-Level Specialists, District Level Specialist	

student outcomes. Evidence of impact will include growth in proficiency rates, strand-specific mastery, and walkthrough trend data showing transfer of PLC strategies into classroom instruction.				
Content Planning with Support	8/2025	5/2026	Principal, Instructional Coach, School-Level Specialists, District Level Specialist	
Bi-Weekly Grade Level Data Talks	8/2025	5/2026	Principal, Instructional Coach, Specialist	
Content Vertical Team Planning (Grades: K-2, 3-5 & 6-8)	8/2025	4/2026	Principal, Instructional Coach	
Observations/ Walkthroughs aligned to Professional Development	9/2025	4/2026	Principal, Assistant Principal, Instructional Coach, Content Specialists	
Classroom Management/ PBIS Support	8/2025	4/2026	Principal, Behavior Specialist	MO7

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

The Division and LEA will strengthen professional learning by providing aligned PD in Reading, Math, and Science, coaching cycles with instructional specialists and T-TAC staff, and access to data dashboards to guide PLCs. They will also facilitate cross-school collaboration and conduct quarterly reviews of PLC implementation and impact to ensure professional learning leads to improved instruction and student achievement.

<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)**
Month	***Linked Artifact/Data***	
August	Development of PLC document to support with streamlining grade level meetings with a focus on data and EBI's	
September		
October		
November		

December		
January		
February		
March		
April		
May		

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Domain IV: School Climate Support	
Barrier(s): Barrier(s): Scholars not attending school regularly	
SMART Goal Statement: By May 2026, SSAC will increase the overall student attendance rate to 95% or higher and decrease the chronic absenteeism rate by 10% through daily monitoring, family engagement, incentive programs, and tiered interventions.	
(Evidence-based) Strategy Name: Multi-Tiered Evidence Based Strategies School-wide Attendance Initiatives Target Intervention for Identified Scholars Establishment of a Structured Communication Plan **Tier of Evidence: Strong**	**Description:** By implementing these initiatives, SSAC will create a positive environment that encourages regular attendance, fosters academic success, and builds a strong sense of community among scholars, families, and staff. In addition, the establishment of a communication plan will assist in building trust, improving relationships, and increasing engagement, which positively influences scholars' academic and social outcomes. Schools that establish transparent, consistent communication practices see higher levels of family and community involvement, leading to a more inclusive and supportive climate. SSAC will communicate with staff and families using the following platforms. Weekly Staff Newsletter (Sharing Attendance Data) Monthly Parent Newsletter (Sharing Attendance Data Class Dojo (Focusing on daily attendance)
Student Measure #1: 100% of teachers will review and discuss their students' attendance data during PLCs at least once per month, documented in agendas/minutes.	**Student Measure #2:**
Staff Measure #1: 100% of the staff supporting the school-wide attendance initiative by implementing interventions, monitoring attendance data, and communicating with parents.	**Staff Measure #2:**

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented) *At least one Action Step must be created for family engagement*	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds) ***Title I schools must add Title I Application measurable objectives****
The Attendance team will conduct bi-monthly attendance meetings with grade-level teams to	9/2025	5/2026	Principal, Attendance Technician	

review chronic absenteeism data, identify at-risk scholars, and implement tiered interventions.			School Counselors, SDS, Family Engagement Specialist, Behavior Specialists	
PBIS Tier I strategies (schoolwide expectations, recognition systems, and consistent behavior responses) will be implemented with fidelity across classrooms. Tier II/III supports will be tracked for identified scholars.	10/2025	5/2026	Principal, Attendance Technician, School Counselor, Behavior Specialist	
Effective Workshops- Based on Data to Support Scholars, Teachers, and Family needs with a Focus on Attendance, Positive Behavior, and SEL.	11/2025	5/2026	Principal, Family Engagement Specialist, School Counselors, Behavior Specialist	MO5, MO6)

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

The Division and LEA will strengthen school climate by providing attendance specialists and dashboards, PBIS training and behavior support staff, and family engagement resources. Quarterly reviews of attendance, discipline, and climate data will guide feedback and targeted assistance to ensure fidelity of implementation and improved scholar outcomes.

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)**
Month	***Linked Artifact/Data***	
August	Review of Attendance Data using Power School	
September	PBIS Kick-Off; 9/5: Attendance Mtg data 12% PIS fidelity checklists, referral data	
October	PBIS Field Trip, Data from Parent Survey	
November	PBIS Field Trip	
December		
January		
February		
March		
April		

May		