

2025 – 2026 Comprehensive School Support Plan

Profile Information		
Division: Norfolk		School: Granby Elementary School
Principal: Kelley Gray		Federal Designations: Choose a Designation
Stakeholder/Family & Community Engagement		
<i>List all stakeholder/Family Community Partners involved and their specific roles.</i>		
Resource Partners	Service Partners	Strategic Partners
Temple Israel Joshua Men of Distinction Salome Chapter #007 Tabernacle Church of Norfolk	Joshua Men of Distinction YMCA University Tutors	Granby Elementary Parent/Teacher Association (PTA)
<i>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>		
<i>The school improvement process at Granby Elementary School will be inclusive of both internal and external stakeholders. A needs assessment will be conducted prior to the start of the 25-26 school year. This needs assessment will be reviewed by division leadership and the school-based leadership team before being presented to faculty and staff for feedback. A committee will be formed to develop, implement, monitor, and evaluate the initial plan. The plan will be shared with all stakeholders for feedback purposes. A final draft will be shared with the community via the school's website.</i>		

Domain I: Academics

Content Area: English

Barrier(s):

- High teacher turnover leading to inconsistent instructional teams.
- Newly hired teachers with varied experience and pedagogical knowledge.
- Difficulty ensuring all students receive engaging, tiered instruction matched to needs.

Goal Statement: Granby Elementary School will meet or exceed state and federal targets for all students and subgroups including closing achievement gaps in English. In the 2025-2026 school year, Granby Elementary School will increase their English SOL pass rate from 60% to 75%, in addition Granby Elementary will close achievement gaps by 10% as well.

Reading Performance	23-24 School Year	24-25 School Year
All	61%	60%
Asian	TS	86%
Black	49%	52%
Economically Disadvantaged	54%	54%
ELL	TS	22%
Hispanic	67%	62%
Mult. Races	76%	71%
Sped.	24%	34%

(Evidence-based) Strategy Name 1: Intensive, Explicit Decoding and Word Recognition Instruction

Tier of Evidence: Strong

(WWC – Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade, 2016)

WWC Link: <https://ies.ed.gov/ncee/wwc/PracticeGuide/21>

(Evidence-based) Strategy Name 2: Teach Academic Vocabulary Through Explicit Instruction and Word-Learning Strategies

Tier of Evidence: Strong

(WWC – Improving Adolescent Literacy: Effective Classroom and Intervention Practices, 2008)

WWC Link: <https://ies.ed.gov/ncee/wwc/PracticeGuide/8>

Evidence-based) Strategy Name 3: Teach Students to Use Comprehension Strategies for Informational Texts

Tier of Evidence: Strong

(WWC – Improving Reading Comprehension in Kindergarten Through 3rd Grade, 2010)

Description:

Strategy 1:

Implement daily, systematic phonics instruction and multisyllabic decoding strategies for K–2 and identified 3rd–5th grade students reading below grade level. This includes explicit modeling, guided practice, and immediate corrective feedback.

Strategy 2:

Integrate daily morphology (prefixes, suffixes, roots) and academic vocabulary instruction across all content areas. Teach students strategies for inferring word meaning using context clues, word parts, and reference materials.

Strategy 3:

Use reciprocal teaching, summarizing, and main idea/detail graphic organizers to help students monitor comprehension and extract key information from nonfiction texts

WWC Link: https://ies.ed.gov/ncee/wwc/PracticeGuide/14				
Student Measure #1: At least 50% of the students will move from “At Risk” to “Generally Well Prepared” on the VA Growth Assessment from Fall to Mid-Year.		Student Measure #2: At least 55% of students across all subgroups will demonstrate proficiency on the quarterly division reading assessments.		
Staff Measure #1: By February 2026, all K-5 Reading teachers will demonstrate proficient application of evidence-based strategies, as documented through evidence-based feedback from monthly walkthroughs and formal observation tools.		Staff Measure #2: By May 2026, 100% of the special education teachers will demonstrate application of evidence-based strategies during differentiated instruction based on the student’s individualized needs as noted on the evidence-based feedback given on the monthly walkthrough and formal observation tools.		
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*
1. Lead and coordinate professional development within grade-level PLCs, emphasizing evidence-based practices such as phonics and decoding, morphology instruction, fluency exercises, reciprocal teaching, and strategies to enhance comprehension.	August 2025	May 2026	Reading Specialist	Local, Title 1 (MO2)
2. Collaborate weekly with teachers through ongoing coaching cycles to plan and implement evidence-based practices—such as decoding and morphology instruction, fluency-building activities, reciprocal teaching, and comprehension strategies—to improve student learning outcomes.	October 2025	May 2026	Reading Specialist	Local, Title 1 (MO1)
3. Conduct monthly walkthroughs and observations using district-provided tools,	October 2025	April 2026	Reading Specialist Administration	Local, Title 1 (MO2)

focusing on the effective implementation of evidence-based strategies.				
4. Conduct monthly data review cycles to analyze student outcomes aligned with key evidence-based strategies and deliver timely, actionable feedback.	September 2025	May 2026	Reading Specialist Administration Teachers	Local, Title 1 (MO1)
5. Develop and implement monthly Parent Workshops to enhance parents' understanding of evidence-based strategies and empower them to support their child's learning effectively.	October 2025	April 2026	Reading Specialist Family Engagement Specialist Administration	Local, Title 1 (MO4)
6. Provide focused daily intervention for students in grades 3-5 identified based on 2024-2025 Spring SOL Reading assessment, Fall and Winter Growth assessments, and Fall and Mid-Year VALLSS data.	October 2025	May 2026	Reading Specialist Teachers Inclusion Special Education Teachers University Tutors Early Literacy Tutors	Local, Title 1 (MO1)
Division Support: Describe how the Division will support in implementing, monitoring, and evaluating the school's strategies & action steps				
• Implementation Support • Provide division wide professional development on <i>WWC-aligned literacy strategies</i> (phonics, morphology, comprehension strategies) for K–5 teachers. • Supply decodable texts, morphology resources, and comprehension strategy graphic organizers for Tier 1, 2, and 3 instruction. • Assign division Reading Specialists and Title I ELA Coaches to model lessons, co-teach, and provide feedback during instructional blocks. • Monitoring Support • Conduct quarterly fidelity walkthroughs using the division's ELA observation rubric, with feedback shared at grade-level PLCs. • Monitor STAR Reading, VALLS decoding subtests, and vocabulary sub score data centrally to flag schools/subgroups needing intervention. • Evaluation Support • Host mid-year and end-of-year data review sessions with the school's leadership team to assess progress toward SOL and growth targets. • Provide comparative performance reports by subgroup and grade level to inform strategy adjustments.				
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	1 Professional Development PPT, Staff Sign in Sheet	
September	1 Professional Development PPT, Staff Sign in Sheet	
October	1 Professional Development PPT, Staff Sign in Sheet 5 Parent Workshop PPT, Parent Sign in Sheet 6 Small Group Lesson Plans; Student Sign In 2 Coaching Log 3 Walkthrough Document 4 Teacher Data Analysis Sheet	
November	1 Professional Development PPT, Staff Sign in Sheet 5 Parent Workshop PPT, Parent Sign in Sheet 6 Small Group Lesson Plans; Student Sign In 2 Coaching Log 3 Walkthrough Document 4 Teacher Data Analysis Sheet	
December	1 Professional Development PPT, Staff Sign in Sheet 5 Parent Workshop PPT, Parent Sign in Sheet, 6 Small Group Lesson Plans; Student Sign In 2 Coaching Log 3 Walkthrough Document 4 Teacher Data Analysis Sheet	
January	1 Professional Development PPT, Staff Sign in Sheet 5 Parent Workshop PPT, Parent Sign in Sheet 6 Small Group Lesson Plans; Student Sign In 2 Coaching Log 3 Walkthrough Document 4 Teacher Data Analysis Sheet	
February	1 Professional Development PPT, Staff Sign in Sheet 5 Parent Workshop PPT, Parent Sign in Sheet 6 Small Group Lesson Plans; Student Sign In 2 Coaching Log 3 Walkthrough Document 4 Teacher Data Analysis Sheet	
March	1 Professional Development PPT, Staff Sign in Sheet 5 Parent Workshop PPT, Parent Sign in Sheet 5 Literacy Night Sign in Sheet 6 Small Group Lesson Plans; Student Sign In 2 Coaching Log 3 Walkthrough Document	



	4 Teacher Data Analysis Sheet	
April	1 Professional Development PPT, Staff Sign in Sheet 6 Small Group Lesson Plans; Student Sign in 5 Parent Workshop PPT, Parent Sign in Sheet 2 Coaching Log 3 Walkthrough Document 4 Teacher Data Analysis Sheet	
May		

Domain I: Academic		Content Area: Mathematics																																	
Barrier(s): - Underperformance in key subgroups (economically disadvantaged, Black, ELL, SPED). - Likely tied to instructional consistency, culturally relevant practices, and support for struggling learners																																			
SMART Goal Statement: By May 2026 the percentage of students scoring a Pass Advanced on the Math SOL will increase by 10% from a 3.7% to 14%, and the students scoring a Pass Proficient will increase by 15% from a 52% to 67%. This will be achieved using sequential small group instruction, give immediate feedback on misconceptions and provide visual/verbal supports during instruction.																																			
<table border="1"> <thead> <tr> <th>Math Performance</th><th>23-24 School Year</th><th>24-25 School Year</th></tr> </thead> <tbody> <tr> <td>All</td><td>56%</td><td>53%</td></tr> <tr> <td>Asian</td><td><</td><td>86%</td></tr> <tr> <td>Black</td><td>37%</td><td>43%</td></tr> <tr> <td>Economically Disadvantaged</td><td>51%</td><td>44%</td></tr> <tr> <td>ELL</td><td><</td><td>33%</td></tr> <tr> <td>Hispanic</td><td>82%</td><td>62%</td></tr> <tr> <td>Mult. Races</td><td>67%</td><td>50%</td></tr> <tr> <td>Sped.</td><td>45%</td><td>27%</td></tr> <tr> <td>White</td><td>86%</td><td>70%</td></tr> <tr> <td>Gifted</td><td>No Data</td><td>92%</td></tr> </tbody> </table>			Math Performance	23-24 School Year	24-25 School Year	All	56%	53%	Asian	<	86%	Black	37%	43%	Economically Disadvantaged	51%	44%	ELL	<	33%	Hispanic	82%	62%	Mult. Races	67%	50%	Sped.	45%	27%	White	86%	70%	Gifted	No Data	92%
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SMART Goal Statement #2: By the end of the 2025-2026, the percentage of students in grades 2–5 meeting or exceeding growth proficiency will increase by 10 percentage points, as measured by the Spring SOL Assessments. This will be achieved through the use of accessible numbers, review of previous learned content, and utilize visual (C-R-A model) and verbal support during instruction.																																			
(Evidence-based) Strategy Name: Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades - Part 1A: Review and integrate previously learned content. - Part 1B: When introducing new concepts and procedures, use accessible numbers to support learning - Part 1C: Sequence instruction so that the mathematics students are learning builds incrementally - Part 1D: Provide visual and verbal supports - Part 1E: Provide immediate, supportive feedback to students to address any misunderstandings.		Description: Effective interventions for improving the mathematics achievement of students with mathematical difficulties share key features: the design of the curricular materials and the instruction provided are systematic. The term systematic indicates that instructional elements intentionally build students' knowledge over time toward an identified learning outcome. Systematic intervention materials are designed to develop topics in an incremental and intentional way, and the instruction provided supports student learning. This approach specifically addresses the needs of students who are struggling.																																	
WWC-Assisting Students Struggling with Mathematics																																			

Tier of Evidence: Strong				
Student Measure #1: Sixty percent of students scoring “at risk” on the Fall Growth SOL Assessment will score 65% or higher as measured by the Unit Assessments		Student Measure #2: Fifty percent of students “needs additional supports” on the SOL Fall Growth Assessment will score 60% or higher as measured by the Unit Assessments.		
Staff Measure #1: By May 2026, 80% of the K-5 Math teachers will demonstrate application of the learned evidence-based intervention/strategy as noted on the evidence-based feedback given on monthly walkthroughs, coaching feedback, and formal observation tools.		Staff Measure #2: By May 2026, 90% of the special education teachers will demonstrate application of the learned evidence-based intervention/strategy during the differentiated instruction based on the students’ individualized needs as noted on the evidence based feedback on the walkthrough (monthly), coaching feedback, and formal observation tools.		
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*
1. Provide and monitor professional development during Grade Level PLCs to include C-R-A Model, unpacking the standards, and depth of knowledge as well as District PD sessions across grade levels.	August 2025	April 2026	Math Specialist	Local, Title I (MO2)
2. Develop and implement bi-monthly Parent Workshops to ensure a better understanding of C-R-A model and how best to support their child.	October 2025	April 2026	Math Specialist Family Engagement Specialist Administration	Local, Title I (MO4)
3. Conduct walkthroughs and observation with a focus on using evidence-based strategies pertaining to math talks, teacher modeling, vocabulary instruction and providing evidence-based feedback to teachers in a timely manner.	September 2025	April 2026	Math Specialist Administration	Local, Title I (MO2)
4. Coach teachers in the areas of skills and strategies based on the continuous coaching cycle.	September 2025	March 2026	Math Specialist	

5. Meet and remediate bi-weekly recovery students to strengthen identified areas of weakness before related unit is taught.	November 2025	April 2026	Math Specialist	
Division Support: Describe how the Division will support in implementing, monitoring, and evaluating the school's strategies & action steps				
• Implementation Support • Deliver training, through professional development and coaching, on culturally relevant math instruction and math strategies and discourse routines. • Provide a bank of differentiated standards-aligned tasks and assessments for Tier 1 and targeted interventions through PLCs. • Assign Math Instructional Specialists to support lesson planning, model math talks, and facilitate data-driven small-group instruction through coaching. • Monitoring Support • Review STAR Math growth data and quarterly benchmark results at the division level, providing school-specific feedback. • Use fidelity checklists during math walkthroughs and share results with school leadership. • Keep Professional Development and Coaching logs. • Evaluation Support • Coordinate division-level math data summits in fall, winter, and spring to evaluate school progress toward SOL and STAR growth objectives. • Recommend mid-course adjustments in resource allocation, scheduling, or intervention grouping based on data trends. • Informal observations to monitor coaching goals.				
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 Possible Artifacts			
August	1. Professional Development PPT, Staff Sign In Sheet			
September	1. Professional Development PPT, Staff Sign In Sheet 3. Walk through documents 4. Coaching Log			
October	1. Professional Development PPT, Staff Sign In Sheet 2. Parent Workshop PPT, Parent Sign In Sheet 3. Walk through documents 4. Coaching Log			



November	1. Professional Development PPT, Staff Sign In Sheet 2. Math Night Sign In Sheet 3. Walk through documents 4. Coaching Log 5. Small Group Lesson Plans; Student Sign In	
December	1. Professional Development PPT, Staff Sign In Sheet 3. Walk through documents 4. Coaching Log 5. Small Group Lesson Plans; Student Sign In	
January	1. Professional Development PPT, Staff Sign In Sheet 2. STEM Night Parent Sign In Sheet 3. Walk through documents 4. Coaching Log 5. Small Group Lesson Plans; Student Sign In	
February	1. Professional Development PPT, Staff Sign In Sheet 2. Parent Workshop PPT, Parent Sign In Sheet 3. Walk through documents 4. Coaching Log 5. Small Group Lesson Plans; Student Sign In	
March	1. Professional Development PPT, Staff Sign In Sheet 3. Walk through documents 4. Coaching Log 5. Small Group Lesson Plans; Student Sign In	
April	1. Professional Development PPT, Staff Sign In Sheet 2. Parent Workshop PPT, Parent Sign In Sheet 3. Walk through documents 5. Small Group Lesson Plans; Student Sign In	
May		

Domain I: Academic

Content Area: Science

Barrier(s):

- Gaps in scientific inquiry and content mastery.

- Possibly limited integration of hands-on, inquiry-based science instruction.

SMART Goal Statement: By the end of the 2025-2026 school year, Granby Elementary School will increase their SOL science pass rate in grade 5 from 36% to 46%. This will be achieved through the use of the 5E instructional model and integrating Science and Engineering Practices listed below.

(Evidence-based) Strategy Name:

[5E Model of Instruction](#)

Engage:

- Provides or clarifies questions or problems provides common experiences
- Observes and listens to students as they interact
- Acts as a consultant for students

Explain:

- Encourages students to explain concepts and definitions in their own words
- Asks for justification (evidence) and clarification from students
- Formally provides definitions, explanations, and information through mini-lecture, text, internet, or other resources

Elaborate:

- Expects students to use vocabulary, definitions, and explanations provided previously in new contexts
- Encourages students to apply the concepts and skills in new situations
- Provides additional evidence, explanations, or reasoning

Evaluate:

- Asks open-ended questions such as, “Why do you think...?” “What evidence do you have?” “How would you answer the question?”
- Observes and records notes as students demonstrate individual understanding of concepts learned and performance of skills

Scientific and Engineering Practices to understand concepts:

- asking questions and defining problems
- planning and carrying out investigations
- interpreting, analyzing, and evaluating data
- constructing and critiquing conclusions and explanations
- developing and using models
- obtaining, evaluating, and communicating information

Description:

One of the hallmarks of the new science of learning is its emphasis on learning with understanding. Students often have limited opportunities to understand or make sense of topics because many curricula emphasize memory rather than understanding. The new science of learning does not deny that facts are important for thinking and problem solving. However, the research shows that “usable knowledge” is not the same as a mere list of disconnected facts. Experts’ knowledge is connected and organized around with concepts, it is conditionalized to specify the contexts in which it is applicable, and it supports understanding and transfer to other contexts rather than only the ability to remember.

The 5E Model of Instruction combined with Science and Engineering practices promotes active learning. Students are involved in more than listening and reading. They learn to ask questions, observe, model, analyze, explain, draw conclusions, argue from evidence, and talk about their own understanding. Students work collaboratively with peers to construct explanations, solve problems, and plan and carry out investigations.

Tier of Evidence: Strong				
Student Measure #1: 80% percent of students scoring “at risk” on the Science Pretest Assessment will score 70% or higher as measured by the Unit Assessments		Student Measure #2: 80% percent of special needs students scoring “at risk” on the Science Pretest Assessment will score 60% or higher as measured by the Unit Assessments.		
Staff Measure #1: By May 2026, 80% of the K-5 Science teachers will demonstrate application of the learned evidence-based intervention/strategy as noted on the evidence-based feedback given on monthly walkthroughs, coaching feedback, and formal observation tools.		Staff Measure #2: By May 2026, 100% of the K-5 Science teachers will provide scientific investigation and/or engineering investigations bi-weekly as noted on the evidence-based feedback given on monthly walkthroughs, coaching feedback and formal observation tools.		
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*
Provide staff development on discourse protocols and literacy-for-sensemaking routines as indicated on the EBI Observation Tool	August 2025	April 2026	Math Specialist District Teacher Specialist	Local, Title I (MO2)
Develop and implement bi-annual Parent Workshops to ensure a better understanding of the 5Es model, the engineering process and how to best support their child.	September 2025	April 2026	Math Specialist Family Engagement Specialist Administration	Local, Title I (MO4)
Conduct bi-monthly walkthroughs using the EBI Observation Tool to monitor discourse, literacy, and SEP integration.	September 2025	April 2026	Math Specialist Administration	Local, Title I (MO2)
Incorporate writing-to-learn activities—claims, evidence, reasoning—after each engineering design/ investigation.	November 2025	May 2026	Science Tutor	Local, Title I (MO2)
Division Support: Describe how the Division will support in implementing, monitoring, and evaluating the school’s strategies & action steps				

- **Implementation Support**
 - Provide professional learning on inquiry-based and hands-on science instructional models aligned with VDOE standards.
 - Supply lab kits, digital simulations, and literacy-infused science resources for Grade 5 and earlier integration in K–4.
 - Assign Science Lead Teachers or Specialists to co-plan and co-teach lessons targeting weak SOL strands.
- **Monitoring Support**
 - Track quarterly science benchmark data and item analysis reports to identify persistent gaps.
 - Conduct walkthroughs focusing on the integration of science vocabulary, content literacy, and hands-on activities.
- **Evaluation Support**
 - Facilitate mid-year and end-of-year science content audits to review instructional coverage and resource usage.
 - Compare Grade 5 SOL pass rates and growth trends against division targets, making recommendations for summer learning or extended day supports.

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		
September		
October		
November		
December		
January		
February		
March		
April		
May		

Domain I: Academic

Content Area: History

Barrier(s):

- Limited integration of historical thinking and inquiry skills into Tier 1 instruction.
- Students demonstrate difficulty in using primary/secondary sources, making connections across historical periods, and applying civic knowledge.
- Gaps in vertical alignment of social studies skills from grades 3–5.

SMART Goal Statement:

Increase proficiency on division unit assessments and Grade 3 PBAs (claim-evidence-reasoning rubrics) by 10% from 2024–25 to 2025–26.

(Evidence-based) Strategy Name: Use Inquiry-Based Learning and Primary Source Analysis to Strengthen Historical Thinking Skills Tier of Evidence: Strong - WWC Practice Guide: Organizing Instruction and Study to Improve Student Learning: https://ies.ed.gov/ncee/wwc/PracticeGuide/1 - Library of Congress: Teaching with Primary Sources: https://www.loc.gov/programs/teachers/?loclr=blogtea - National Council for the Social Studies C3 Framework: https://www.socialstudies.org/c3	Description: Embed C3 Inquiry Arc through primary source analysis and evidence-based writing tasks.
Student Measure #1: Increase in student proficiency on division history/social science benchmark assessments by 10% from baseline.	Student Measure #2: 90% of 3rd grade students will demonstrate growth on division created social studies performance-based assessments.
Staff Measure #1: 100% of teachers implement at least two primary source–based inquiry lessons per quarter.	Staff Measure #2: Walkthrough observations reflect increased use of inquiry-based instruction and academic discourse in history.

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*
Curriculum Integration: - Integrate social studies with ELA writing units per division pacing guides.	July 2025	Aug 2025	Grade-level teams, Instructional Specialists	Local, MO4
Primary Source Analysis Training: - Provide PD on analyzing and teaching with primary sources (Library of Congress, National Archives).	Aug 2025	Jan 2026	Principal, Social Studies Lead Teacher	Local, MO4
Inquiry-Based Lesson Implementation: - Teachers implement quarterly inquiry-based units aligned to the C3 Framework.	Quarterly, 2025–26	Quarterly, 2025–26	Classroom Teachers, Instructional Specialists	Local, MO4
Family Engagement: - Host a “History Night” each semester where students present inquiry projects or living history exhibits.	Fall 2025	Spring 2026	Family Engagement Specialist, Grade-Level Teams	Local, MO5
Division Support: Describe how the Division will support in implementing, monitoring, and evaluating the school’s strategies & action steps				

- **Implementation Support**
 - Provide division-developed pacing guides, culturally relevant primary source materials, and document-based questioning strategies.
 - Offer PD on integrating literacy skills (summarizing, sourcing, contextualizing) into history instruction.
 - Assign Social Studies Specialists to support lesson modeling and alignment checks.
- **Monitoring Support**
 - Review history benchmark assessments and student work samples for evidence of higher-order thinking.
 - Include history instruction in division's quarterly content walkthroughs.
- **Evaluation Support**
 - Analyze subgroup achievement data in history to identify areas needing intervention or enrichment.
 - Support school leadership in adjusting pacing and instructional emphasis based on state testing blueprints and student performance data.

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		
September		
October		
November		
December		
January		
February		
March		
April		
May		

Domain II: Staffing Supports

Barrier(s):

- 9 teacher vacancies.
- Low teacher retention and high turnover.

- Mismatches between teacher placement and content expertise.

SMART Goal Statement: By June 2026, Granby Elementary School will decrease teacher vacancies from 9 to 5 and increase the teacher retention rate by 15%, as measured by HR staffing records and year-to-year teacher assignment stability reports.

(Evidence-based) Strategy Name: Implement Comprehensive Recruitment, Induction, and Retention Systems

Tier of Evidence: Strong

Evidence Sources:

- WWC Practice Guide: Teacher Induction:

<https://ies.ed.gov/ncee/wwc/PracticeGuide/4>

- Learning Policy Institute: Solving the Teacher Shortage:

<https://learningpolicyinstitute.org/product/solving-teacher-shortage-report>

- VDOE Educator Workforce Resources:

<https://www.doe.virginia.gov/teaching-learning-career/educator-workforce>

Description:

Establish a multi-pronged staffing approach that includes:

1. Proactive Recruitment – Build partnerships with universities, alternative certification programs, and local community organizations.
2. Structured Induction & Mentoring – Provide a 2-year induction program with peer mentors for all new teachers.
3. Retention Supports – Offer differentiated professional learning, leadership pathways, and recognition programs to retain high-quality educators.
4. Strategic Placement – Align teacher assignments to content expertise and strengths.

Student Measure #1: Increase in SOL pass rates in core subjects linked to grade levels with stable staffing by at least 5%.

Student Measure #2: Reduction in mid-year classroom transitions due to teacher turnover.

Staff Measure #1: Teacher retention rate improves by 15% from the 2024–25 baseline.

Staff Measure #2: 100% of new teachers participate in year-long induction and mentoring cycles.

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*
Recruitment: - Attend at least 3 job fairs annually (local and virtual). - Partner with Old Dominion University, Norfolk State University, and Regent University for student-teacher placements.	Aug 2025	May 2026	Principal, HR Liaison	Local, MO1-MO8
Induction & Mentoring: - Implement a formal 2-year mentorship program for new teachers, pairing them with grade/content-experienced mentors.	Aug 2025	June 2026	Principal, New Teacher Mentors	Local, MO1-MO8
Retention Supports:	Sept 2025	May 2026	Principal, Instructional Specialists	Local, MO1-MO8



- Conduct stay interviews twice a year to identify retention risks and address them proactively. - Offer differentiated PD based on teacher self-assessment and student outcome data.				
Family & Community Engagement: - Feature staff spotlights in the school newsletter and host quarterly “Meet the Teacher” community events to build relationships.		Quarterly, 2025–26	Quarterly, 2025–26	Family Engagement Specialist Local, MO1-MO8
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
- Provide recruitment materials and access to VDOE educator job boards. - Offer mentor training and stipends for mentor teachers. - Support data tracking for retention and placement stability.				
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)		Evidence of Progress (update monthly)		
Month	Linked Artifact/Data			
August				
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December				
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April				
May				

Domain III: Organizational Learning Supports

Barrier(s):

- Limited structured time for collaboration.
- Inconsistent use of data to adjust instruction.
- Need for stronger PLC facilitation and protocol adherence.

SMART Goal Statement: By June 2026, 100% of teachers will participate in quarterly data-focused PLC sessions using a structured protocol to analyze student progress and adjust Tier 1, Tier 2, and Tier 3 supports, as measured by PLC attendance logs, agendas, and documented action plans.

(Evidence-based) Strategy Name: Optimize Collaborative Planning and Data Analysis through Structured PLCs and Protected Scheduling

Tier of Evidence: Strong

Evidence Sources:

- WWC Practice Guide: Organizing Instruction and Study to Improve Student Learning: <https://ies.ed.gov/ncee/wwc/PracticeGuide/1>

- WWC Report: Professional Learning Communities Facilitated by School Leaders:

https://ies.ed.gov/ncee/edlabs/regions/southwest/pdf/REL_2020014.pdf

- VDOE Virginia Tiered Systems of Supports (VTSS) Professional Learning Resources: <https://vtss-ric.org>

Description:

Establish protected, structured collaboration time for teachers to engage in high-quality Professional Learning Communities (PLCs) focused on student progress monitoring and instructional adjustment. Implement evidence-based protocols for data analysis to ensure fidelity and leverage instructional specialists as facilitators for targeted content-area support.

Student Measure #1: Increase in the percentage of students meeting growth targets on STAR and benchmark assessments by 10%.

Student Measure #2: Decrease in the number of students requiring Tier 3 supports by 5% due to earlier and more targeted interventions.

Staff Measure #1: 100% of teachers participating in all scheduled quarterly PLC sessions.

Staff Measure #2: Evidence of instructional adjustments documented in PLC action plans and lesson plans following data review sessions.

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*
Schedule Optimization: - Conduct a master schedule audit to identify	July 2025	Aug 2025	Principal, Assistant Principal	Local, MO1-MO8

opportunities to protect collaboration time. - Adjust schedules to allow uninterrupted PLC meetings during contract hours.				
Structured PLC Protocol Implementation: - Implement and train staff on a consistent PLC data analysis protocol (e.g., Data-Driven Dialogue, ATLAS Protocol).	Aug 2025	June 2026	Instructional Specialists, PLC Leads	Local, MO1-MO8
Specialist-Led Data Facilitation: - Assign Reading, Math, and ESL/Gifted Specialists to facilitate PLC data analysis with targeted strategies for identified subgroups.	Quarterly, 2025–26	Quarterly, 2025–26	Specialists, Principal	Local, MO1-MO8
Family Engagement in Data Understanding: - Host biannual family workshops to explain assessment data and support learning at home.	Fall 2025	Spring 2026	Family Engagement Specialist, Grade-Level Teams	Local, MO1-MO8
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
- Provide training on PLC facilitation and data protocols. - Supply templates and digital tools for data tracking and action planning. - Support the use of substitute coverage to enable teacher participation in extended data analysis sessions.				
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				
September				
October				
November				
December				
January				
February				
March				
April				



May		
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Domain IV: Removing Non-Academic Barriers Supports

Barrier(s):

- Chronic absenteeism rate of 18.6%.
- Need for multi-tiered attendance support system.
- Barriers to attendance include health, transportation, and family engagement.

SMART Goal Statement: By June 2026, Granby Elementary School will decrease chronic absenteeism from 18.6% to 10%, as measured by state and division attendance reports.

(Evidence-based) Strategy Name: Implement a Multi-Tiered Attendance Support System

Tier of Evidence: Strong

- Attendance Works: <https://www.attendanceworks.org>
- WWC Practice Guide: Reducing Dropout Rates in Secondary Schools (applies to early prevention): <https://ies.ed.gov/ncee/wwc/PracticeGuide/9>
- VDOE Family Engagement Resources: <https://www.doe.virginia.gov/teaching-learning-career/student-services/family-engagement>

Description:

Develop and implement a tiered attendance framework aligned with VTSS that addresses prevention, early intervention, and intensive support for students at risk of chronic absenteeism. Engage families through consistent communication, recognition programs, and community partnerships to address barriers to daily attendance.

Student Measure #1: Chronic absenteeism rate reduced to 10% or lower by June 2026.

Student Measure #2: Increase in the percentage of students with 95% or higher attendance from the previous school year.

Staff Measure #1: 100% of teachers consistently input attendance data accurately and on time.

Staff Measure #2: Staff participation in quarterly attendance review meetings to identify and address at-risk students.

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*
Universal Prevention:	Aug 2025	June 2026	Principal, Attendance Clerk	Local, MO7

- Launch schoolwide attendance awareness campaign using visuals, announcements, and monthly updates. - Share individual attendance reports with families quarterly.					
Tier 2 Early Intervention: - Identify students with 5–9 absences and initiate check-in/check-out with an assigned staff mentor. - Schedule attendance conferences with families to develop improvement plans		Monthly review cycles, 2025–26	Monthly review cycles, 2025–26	School Counselor, Family Engagement Specialist	Local, MO7
Tier 3 Intensive Support: - For students with 10+ absences, implement individualized support plans that may include home visits, collaboration with social services, and alternative scheduling options.		Ongoing, as identified	Ongoing, as identified	Principal, Social Worker, School Counselor	Local, MO7
Family & Community Engagement: - Host quarterly family workshops to discuss attendance importance, resources, and strategies for overcoming barriers. - Partner with community organizations to provide incentives for improved attendance.		Quarterly, 2025–26	Quarterly, 2025–26	Family Engagement Specialist, Community Liaison	Local, MO7
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.					
Provide training on chronic absenteeism data analysis. - Supply templates for attendance tracking and family communication. - Support collaboration with community partners to address health, transportation, and other barriers.					
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					
September					
October					
November					



December		
January		
February		
March		
April		
May		