

Muti-year School Support Plan (MSSP) - Woodberry Hills ES

Reading Mastery			
3-Year Goal Statement	By the end of the 2027–2028 school year, Woodberry Hills Elementary School will increase the percentage of students passing the Virginia Reading SOL from 52% to 88%, ensuring all students have access to high-quality, standards-aligned reading instruction and targeted interventions. Additionally, by June 2028, the percentage of students passing the Virginia Reading SOL will increase to 88% across all subgroups, including Black students (from 49%), White students (from 62%), Hispanic students (from 67%), Students with Disabilities (from 37%), and Economically Disadvantaged students (from 51%).		
School Performance and Support Framework Alignment	Reading Mastery		
Measurable Objectives	Measurable Objective Year 1 • Student Outcome Goal By June 2026, at least 60% of students will demonstrate proficiency on the Virginia Reading SOL assessment, as measured by state test results. In addition, by June 2026, Black students, White students, Hispanic students, Students with Disabilities, and Economically Disadvantaged students will each demonstrate at least 78% proficiency on the Virginia Reading SOL assessment, as measured by state test results. • Adult Practice Goal By June 2026, 75% of	Measurable Objective Year 2 • Student Outcome Goal By June 2027, at least 75% of students will demonstrate proficiency on the Virginia Reading SOL assessment. In addition, by June 2027, Black students, White students, Hispanic students, Students with Disabilities, and Economically Disadvantaged students will each demonstrate at least 83% proficiency on the Virginia Reading SOL assessment,	Measurable Objective Year 3 • Student Outcome Goal By June 2028, at least 88% of students will demonstrate proficiency on the Virginia Reading SOL assessment. In addition, by June 2028, Black students, White students, Hispanic students, Students with Disabilities, and Economically Disadvantaged students will each demonstrate at least 88% proficiency on the Virginia Reading SOL assessment,

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	teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	as measured by state test results. • Adult Practice Goal By June 2027, 85% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	as measured by state test results. • Adult Practice Goal By June 2028, 90% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.
Evidence-Based Strategy Additional Support Resources • DPS Literacy Plan	Grades K–3: Foundational Skills WWC Recommendations 2 & 3 Tier of Evidence: Strong • Recommendation 2: Develop awareness of the segments of sounds in speech and how they link to letters. • Rationale: Early phonological and phonemic awareness are critical predictors of future reading success. Students who can identify, blend, segment, and manipulate sounds in spoken language are better equipped to connect sounds to letters and develop accurate word-reading skills. Strengthening these skills in Grades K–3 supports students’ ability to decode words efficiently, reduces reading difficulties in later grades, and closes early literacy gaps. Implementing structured, explicit instruction in sound-letter relationships ensures students build a strong foundation for fluent reading and spelling. • Recommendation 3: Teach students to decode words, analyze word parts, and write and recognize words.		

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Rationale:

- Explicit instruction in decoding, morphology, and word analysis enables students to break down unfamiliar words and understand how prefixes, suffixes, and root words impact meaning. Teaching students to read, spell, and write words using systematic phonics instruction strengthens orthographic mapping and long-term retention. This approach improves accuracy, fluency, and vocabulary development, allowing students to access increasingly complex texts with confidence.

Grades 3–5: Reading Comprehension

[WWC Recommendations 1 & 3](#)

Tier of Evidence: Strong

- **Recommendation 1:** Build students’ decoding skills so they can read complex multisyllabic words.
- **Rationale:**
As academic texts become more complex in Grades 3–5, students must be able to decode multisyllabic words accurately to comprehend grade-level content. Strengthening advanced phonics and structural analysis skills (syllable types, affixes, and word roots) improves reading accuracy and automaticity. When students no longer struggle to decode complex words, cognitive energy can shift toward comprehension, analysis, and critical thinking.
- **Recommendation 3:** Provide explicit instruction in vocabulary and comprehension strategies.
- **Rationale:**
Explicit teaching of vocabulary and comprehension strategies equips students with the tools needed to understand and analyze increasingly rigorous texts. Instruction in summarizing, questioning, predicting, and monitoring comprehension improves students’ ability to engage with complex content across subject areas. This approach supports equitable access to grade-level texts and promotes deeper understanding.

Grades K–5: Visible Learning

- **Recommendation:** [Response to Intervention](#)
- **Effect Size:** 1.29

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	• Rationale: John Hattie's research on Visible Learning emphasizes the importance of a systematic, evidence-based approach to identifying and supporting students who experience academic or behavioral challenges. Response to Intervention (RTI) has known significant positive effects on student achievement when schools implement early identification, targeted instruction, and continuous progress monitoring. Hattie's research highlights that RTI is most effective when schools: ○ Use timely data to identify student needs early ○ Engage in collaborative problem-solving among educators ○ Continuously evaluate and adjust instructional strategies based on student response ○ This structured approach ensures that instruction is responsive and proactive, preventing students from "falling through the cracks." By implementing RTI with fidelity, schools create a culture of accountability, equity, and continuous improvement—where every student receives the right support at the right time.
Intended Outcomes	Student Outcomes: • Increased student proficiency on the Virginia Reading SOL assessment as measured by state test data. • Increased accuracy in decoding multisyllabic words across grade levels. • Improved reading fluency, including rate and expression. • Increased comprehension of grade-level complex texts. • Reduced achievement gaps among student subgroups. Teacher Outcomes: • Implement explicit phonics and decoding instruction aligned to WWC recommendations. • Use systematic, structured literacy practices in daily lessons. • Increased use of data to adjust instruction and provide targeted interventions. • Evidence of strategy implementation documented through walkthroughs and formal observations.
Lead person	Ms. Mildred Richardson, Principal
Team Members	School Leaders, Leadership Team, Teachers, Reading Specialist and Instructional Coach

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Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Provide professional development on HQIM implementation, foundational skills instruction, and evidence-based interventions aligned to WWC & Visible Learning recommendations.	Assistant Principal (Kratochvil)	July 2025 - May 2028	• 1st & 4th Monday of each month during staff meetings • Quarterly PD reflection reviews	• PD agendas and materials • Attendance records • Teacher feedback surveys • Evidence of strategy implementation observed in classrooms	\$4,500	SIG (Teacher wages to attend training off contract hours)
Monitor and provide feedback on HQIM implementation and evidence-based instructional practices, ensuring alignment between written and taught curriculum.	School Principal	August 2025 - May 2028	• Weekly walkthroughs • Monthly trend analysis of walkthrough data	• Walkthrough Google Form (WWC/VL-aligned "look-fors") • Coaching feedback logs • Increased fidelity of strategy implementation	No associated cost.	N/A
Implement W.I.N. (What I Need) Time to provide targeted intervention for students who have not mastered content.	Assistant Principal (Kratochvil)	September 2025 - May 2028	• Quarterly data reviews using interim assessments • Monthly intervention team meetings	• i-Ready reports • VALLSS data • Interim assessment results • W.I.N. walkthrough tool	No associated cost.	N/A
Engage families using Karen Mapp's Dual Capacity Framework to strengthen reading and writing across the curriculum and literacy connection with families.	School Principal	September 2025 - May 2028	• Monthly review of engagement data • Quarterly family feedback analysis	• Family Engagement Plan • Workshop attendance logs • Exit surveys	\$2,463.75	Title 1 (manipulatives for hands-on literacy activities, food, contracted services,

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				• Communication analytics (newsletters, videos, robocalls) • Increased family participation rates		materials and supplies)
Implement MTSS school-wide through structured problem-solving teams, tiered intervention protocols, and routine data reviews.	Assistant Principal (Logan)	September 2025 - May 2028	• 3rd Monday of each month (staff meeting) • Bi-monthly data team meetings	• Student intervention plans in Branching Minds • Tier movement tracking • Progress monitoring data	No associated cost	N/A
Provide extended learning opportunities before, during, and after school for identified students and subgroups.	Assistant Principal (Kratochvil)	September 2025 - May 2028	• Daily monitoring (Boot Camp schedule) • Weekly participation review	• Attendance logs • Walkthrough data (WWC look-fors) • Pre/post intervention data	\$43,000 - SIG \$15,000 - Title 1 \$8,050 - Local	SIG (misc.wages for retired teacher during the school day) Title 1 (misc.wages for tutoring beyond contract hours, student transportation) Local (misc.wages for tutoring beyond contract hours, student transportation)

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Review subgroup data to identify trends and gaps in achievement and access in order to ensure equitable learning outcomes for all student groups.	School Principal	September 2025 - May 2028	•Monthly data team meetings analyzing subgroup performance •Quarterly school leadership review of subgroup trends	•Documentation of action steps taken based on findings •Reduction in achievement gaps between student subgroups	N/A	N/A
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Mathematics Mastery

3-Year Goal Statement	By the end of the 2027–2028 school year , Woodberry Hills Elementary School will increase the percentage of students passing the Virginia Mathematics SOL from 56% to 88% , ensuring all students have access to high-quality, standards-aligned mathematics instruction and targeted interventions. Additionally, by June 2028, the percentage of students passing the Virginia Mathematics SOL will increase to 85% across all subgroups, including Black students (from 52%), White students (from 71%), Hispanic students (from 67%), Students with Disabilities (from 40%), and Economically Disadvantaged students (from 56%).		
School Performance and Support Framework Alignment	Mathematics Mastery		
Measurable Objectives	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	● Student Outcome Goal By June 2026, at least 60% of students will demonstrate proficiency on the Virginia Mathematics SOL assessment, as measured by state test results. In addition, by June 2026, Black students, White students, Hispanic students, Students with Disabilities, and Economically Disadvantaged students will each demonstrate at least 73% proficiency on the Virginia Mathematics SOL assessment, as measured by state test results.	● Student Outcome Goal By June 2027, at least 75% of students will demonstrate proficiency on the Virginia Mathematics SOL assessment. In addition, by June 2027, Black students, White students, Hispanic students, Students with Disabilities, and Economically Disadvantaged students will each demonstrate at least 79% proficiency on the Virginia	● Student Outcome Goal By June 2028, at least 88% of students will demonstrate proficiency on the Virginia Mathematics SOL assessment. In addition, by June 2028, Black students, White students, Hispanic students, Students with Disabilities, and Economically Disadvantaged students will each demonstrate at least 85% proficiency on the Virginia

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	• Adult Practice Goal By June 2026, 75% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	Mathematics SOL assessment, as measured by state test results. • Adult Practice Goal By June 2027, 85% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	Mathematics SOL assessment, as measured by state test results. • Adult Practice Goal By June 2028, 90% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.
Evidence-Based Strategy	Grades K–5: WWC Recommendations 1, 2, & 3 Tier of Evidence: Strong • Recommendation 1: Systematic Instruction: Provide explicit, structured instruction during intervention to build students’ understanding of mathematical concepts. • Recommendation 2: Mathematical Language: Teach clear and precise mathematical vocabulary and support students in using academic language to explain their thinking. • Recommendation 3: Representations: Use intentional concrete and semi-concrete models to deepen conceptual understanding and procedural fluency. • Rationale: Foundational math success in Grades K–5 relies on strong conceptual understanding, precise mathematical language, and the use of multiple representations. Research from the What Works Clearinghouse shows that		

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	systematic, explicit instruction improves student outcomes by breaking concepts into manageable steps with guided practice and timely feedback. Teaching accurate math vocabulary strengthens students' ability to explain reasoning and engage in meaningful discourse, while the use of concrete and semi-concrete models (manipulatives, visuals, number lines) connects abstract ideas to real-world understanding. Together, these evidence-based practices promote equitable access, reduce misconceptions, and build a strong foundation for future mathematical achievement. Grades K–5: Visible Learning • Recommendation: Response to Intervention • Effect Size: 1.29 • Rationale: John Hattie's research on Visible Learning emphasizes the importance of a systematic, evidence-based approach to identifying and supporting students who experience academic or behavioral challenges. Response to Intervention (RTI) has known significant positive effects on student achievement when schools implement early identification, targeted instruction, and continuous progress monitoring. Hattie's research highlights that RTI is most effective when schools: ○ Use timely data to identify student needs early ○ Engage in collaborative problem-solving among educators ○ Continuously evaluate and adjust instructional strategies based on student response ○ This structured approach ensures that instruction is responsive and proactive, preventing students from "falling through the cracks." By implementing RTI with fidelity, schools create a culture of accountability, equity, and continuous improvement—where every student receives the right support at the right time.
Intended Outcomes	Student Outcomes: • Increased student proficiency on the Virginia Mathematics SOL assessment as measured by state test data. • Improved conceptual understanding of grade-level math standards. • Increased accuracy in problem-solving and computational skills. • Improved ability to explain mathematical reasoning using precise academic language.

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		- Increased use of visual models and representations to solve problems. - Reduced achievement gaps among student subgroups. Teacher Outcomes: - Implement systematic, explicit math instruction aligned to WWC recommendations. - Teachers will model and reinforce academic math vocabulary. - Teachers will use concrete and semi-concrete representations during instruction. - Increased use of data to adjust instruction and provide targeted interventions. - Evidence of strategy implementation documented through walkthroughs and formal observations.				
Lead person		Ms. Mildred Richardson, Principal				
Team Members		School Leaders, Leadership Team, Teachers, and Instructional Coach				
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Provide professional development on HQIM implementation, foundational skills instruction, and evidence-based interventions aligned to WWC & Visible Learning recommendations.	Assistant Principal (Kratochvil)	July 2025 - May 2028	1st & 4th Monday of each month during staff meetings - Quarterly PD reflection reviews	- PD agendas and materials - Attendance records - Teacher feedback surveys - Evidence of strategy implementation observed in classrooms	\$4,500	SIG (Teacher stipends to attend training off contract hours)
Monitor and provide feedback on HQIM implementation and evidence-based instructional practices, ensuring alignment between written and taught curriculum.	School Principal	August 2025 - May 2028	- Weekly walkthroughs - Monthly trend analysis of walkthrough data	- Walkthrough Google Form (WWC/VL-aligned "look-fors") - Coaching feedback logs - Increased fidelity of strategy implementation	No associated cost.	N/A

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Implement W.I.N. (What I Need) Time to provide targeted intervention for students who have not mastered content.	Assistant Principal (Kratochvil)	September 2025 - May 2028	- Quarterly data reviews using interim assessments - Monthly intervention team meetings	- i-Ready reports - Big10/20 district data - Interim assessment results - W.I.N. walkthrough tool	No associated cost.	N/A
Engage families using Karen Mapp's Dual Capacity Framework to strengthen mathematics connections with families.	School Principal	September 2025 - May 2028	- Monthly review of engagement data - Quarterly family feedback analysis	- Family Engagement Plan - Workshop attendance logs - Exit surveys - Communication analytics (newsletters, videos, robocalls) - Increased family participation rates	\$2,463.75	Title 1 (manipulatives for hands-on mathematics activities, food, contracted services, materials and supplies)
Implement MTSS school-wide through structured problem-solving teams, tiered intervention protocols, and routine data reviews.	Assistant Principal (Logan)	September 2025 - May 2028	3rd Monday of each month (staff meeting) - Bi-monthly data team meetings	- Student intervention plans in Branching Minds - Tier movement tracking - Progress monitoring data	No associated cost	N/A
Provide extended learning opportunities before, during, and after school for identified students and subgroups.	Assistant Principal (Kratochvil)	September 2025 - May 2028	- Daily monitoring (Boot Camp schedule) - Weekly participation review	- Attendance logs - Walkthrough data (WWC look-fors) - Pre/post intervention data	\$43,000 - SIG \$15,000 - Title 1 \$8,050 - Local	SIG (misc.wages for retired teacher during the school day) Title 1 (misc.wages for tutoring beyond contract hours,

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						student transportation) Local (misc.wages for tutoring beyond contract hours, student transportation)
Implement the use of Math Madness texts during math homework assignments to strengthen students' conceptual understanding, mathematical vocabulary, and problem-solving skills.	Harper, Math Coach	August 2025 – May 2028	• Weekly review of homework plans and assignments • Monthly coaching check-ins with teachers	• Weekly lesson plans and homework assignments explicitly reference: Math Madness texts (Target vocabulary, discussion prompts) • Walkthrough and coaching documentation confirms: Math Madness resources are used to support homework expectations • Increased student completion and quality of math homework submissions	\$4,207.50	SIG (materials)

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Review subgroup data to identify trends and gaps in achievement and access in order to ensure equitable learning outcomes for all student groups.	School Principal	September 2025 - May 2028	•Monthly data team meetings analyzing subgroup performance •Quarterly school leadership review of subgroup trends	•Documentation of action steps taken based on findings •Reduction in achievement gaps between student subgroups	N/A	N/A
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Science Mastery			
3-Year Goal Statement	By the end of the 2027–2028 school year, Woodberry Hills Elementary School will increase the percentage of students passing the Virginia Science SOL from 48% to 80%, ensuring all students have access to high-quality, standards-aligned science instruction and targeted interventions. Additionally, by June 2028, the percentage of students passing the Virginia Science SOL will increase to 80% across all subgroups, including Black students (from 43%), White students (from 75%), Hispanic students (from 75%), Students with Disabilities (from 27%), and Economically Disadvantaged students (from 45%).		
School Performance and Support Framework Alignment	Science Mastery		
Measurable Objectives	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	• Student Outcome Goal By June 2026, at least 58% of students will demonstrate proficiency on the Virginia Science SOL assessment, as measured by state test results. In addition, by June 2026, Black students, White students, Hispanic students, Students with Disabilities, and Economically Disadvantaged students will each demonstrate at least 60% proficiency on the Virginia Science SOL assessment, as measured by state test results. • Adult Practice Goal By June 2026, 75% of	• Student Outcome Goal By June 2027, at least 70% of students will demonstrate proficiency on the Virginia Science SOL assessment. In addition, by June 2026, Black students, White students, Hispanic students, Students with Disabilities, and Economically Disadvantaged students will each demonstrate at least 75% proficiency on the Virginia Science SOL assessment,	• Student Outcome Goal By June 2028, at least 80% of students will demonstrate proficiency on the Virginia Science SOL assessment. In addition, by June 2028, Black students, White students, Hispanic students, Students with Disabilities, and Economically Disadvantaged students will each demonstrate at least 80% proficiency on the Virginia Science SOL assessment,

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	teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	as measured by state test results. • Adult Practice Goal By June 2027, 85% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.	as measured by state test results. • Adult Practice Goal By June 2028, 90% of teachers will demonstrate consistent implementation of evidence-based instructional strategies during instruction to meet individual student needs, as verified through walkthroughs and formal observation data.
Evidence-Based Strategy	Grades K–5: Visible Learning • Recommendation A: Inquiry Based Teaching • Effect Size: 0.49 • Rationale: Research shows that inquiry-based science instruction improves student achievement by allowing students to construct knowledge through exploration and reasoning. The 5E model (Engage, Explore, Explain, Elaborate, Evaluate) promotes: ○ Active learning ○ Scientific discourse ○ Conceptual understanding ○ Real-world application ○ When implemented with fidelity through HQIM such as STEMscopes, students experience coherent instruction that builds knowledge systematically and supports equitable access to rigorous science learning.		

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	● Recommendation B: Response to Intervention ● Effect Size: 1.29 ● Rationale: John Hattie’s research on Visible Learning emphasizes the importance of a systematic, evidence-based approach to identifying and supporting students who experience academic or behavioral challenges. Response to Intervention (RTI) has known significant positive effects on student achievement when schools implement early identification, targeted instruction, and continuous progress monitoring. Hattie’s research highlights that RTI is most effective when schools: ○ Use timely data to identify student needs early ○ Engage in collaborative problem-solving among educators ○ Continuously evaluate and adjust instructional strategies based on student response ○ This structured approach ensures that instruction is responsive and proactive, preventing students from “falling through the cracks.” By implementing RTI with fidelity, schools create a culture of accountability, equity, and continuous improvement—where every student receives the right support at the right time.
Intended Outcomes	Student Outcomes: ● Increased student proficiency on the Virginia Science SOL assessment as measured by state test data. ● Develop strong conceptual understanding of grade-level science standards. ● Apply scientific reasoning and inquiry skills to investigate real-world phenomena. ● Accurately use academic science vocabulary during discussions and written responses. ● Increase engagement and active participation in hands-on investigations. ● Demonstrate the ability to analyze data, draw conclusions, and defend claims with evidence. ● Show improved collaboration and problem-solving skills during inquiry-based tasks. Teacher Outcomes: ● Implement systematic, 5E instructional model aligned to recommendations.

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		• Design lessons that prioritize: Student inquiry, Hands-on exploration, and Academic discourse • Increased use of data to adjust instruction and provide targeted interventions. • Evidence of strategy implementation documented through walkthroughs and formal observations.				
Lead person		Ms. Mildred Richardson, Principal				
Team Members		School Leaders, Leadership Team, Teachers, and Instructional Coach				
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Provide professional development on HQIM implementation, instruction, and evidence-based interventions aligned to Visible Learning recommendations.	Assistant Principal (Kratochvil)	July 2025 - May 2028	• 1st & 4th Monday of each month during staff meetings • Quarterly PD reflection reviews	• PD agendas and materials • Attendance records • Teacher feedback surveys • Evidence of strategy implementation observed in classrooms	\$4,500	SIG (Teacher stipends to attend training off contract hours)
Monitor and provide feedback on HQIM implementation and evidence-based instructional practices, ensuring alignment between written and taught curriculum.	School Principal	August 2025 - May 2028	• Weekly walkthroughs • Monthly trend analysis of walkthrough data	• Walkthrough Google Form (VL-aligned "look-fors") • Coaching feedback logs • Increased fidelity of strategy implementation	No associated cost.	N/A
Implement W.I.N. (What I Need) Time to provide targeted intervention for students who have not mastered content.	Assistant Principal (Kratochvil)	September 2025 - May 2028	• Quarterly data reviews using interim assessments • Monthly intervention team meetings	• Interim assessment results • W.I.N. walkthrough tool	No associated cost.	N/A

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Engage families using Karen Mapp's Dual Capacity Framework to strengthen science connections with families.	School Principal	September 2025 - May 2028	• Monthly review of engagement data • Quarterly family feedback analysis	• Family Engagement Plan • Workshop attendance logs • Exit surveys • Communication analytics (newsletters, videos, robocalls) • Increased family participation rates	\$2,463.75	Title 1 (manipulatives for hands-on mathematics activities, food, contracted services, materials and supplies)
Implement MTSS school-wide through structured problem-solving teams, tiered intervention protocols, and routine data reviews.	Assistant Principal (Logan)	September 2025 - May 2028	• 3rd Monday of each month (staff meeting) • Bi-monthly data team meetings	• Student intervention plans in Branching Minds • Tier movement tracking • Progress monitoring data	No associated cost.	N/A
Provide extended learning opportunities before, during, and after school for identified students and subgroups.	Assistant Principal (Kratochvil)	September 2025 - May 2028	• Daily monitoring (Boot Camp schedule) • Weekly participation review	• Attendance logs • Walkthrough data (WWC look-fors) • Pre/post intervention data	\$43,000 - SIG \$15,000 - Title 1 \$8,050 - Local	SIG (misc.wages for retired teacher during the school day) Title 1 (misc.wages for tutoring beyond contract hours, student transportation) Local (misc.wages for tutoring beyond contract hours,

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						student transportation)
Review subgroup data to identify trends and gaps in achievement and access in order to ensure equitable learning outcomes for all student groups.	School Principal	September 2025 - May 2028	•Monthly data team meetings analyzing subgroup performance •Quarterly school leadership review of subgroup trends	•Documentation of action steps taken based on findings •Reduction in achievement gaps between student subgroups	N/A	N/A

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School Culture & Climate

3-Year Goal Statements	By the end of the 2027–2028 school year , Woodberry Hills Elementary School will reduce the chronic absenteeism rate from 12.36% to 5% , defined as students missing 10% or more instructional days. By the end of the 2027–2028 school year , Woodberry Hills Elementary School will increase the percentage of students who receive consistent, documented positive praise from teachers from 25% to 90% , as measured through classroom observations and student perception surveys. By the end of the 2027–2028 school year , Woodberry Hills Elementary School will improve the timeliness and clarity of communication with families from 50% to 90% satisfaction, as measured by the family satisfaction survey.		
School Performance and Support Framework Alignment	Readiness: Chronic Absenteeism, School Culture & Climate		
Measurable Objectives	Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3
	- By June 2026, increase the percentage of students receiving positive praise to at least 50%, as measured by walkthrough data and student perception surveys. - By June 2026, reduce chronic absenteeism to 9%. - By June 2026, increase family satisfaction related to attendance communication to 70%, as measured by the family satisfaction survey.	- By June 2027, increase the percentage of students receiving positive praise to at least 75%, as measured by walkthrough data and student perception surveys. - By June 2027, reduce chronic absenteeism to 7%. - By June 2027, increase family satisfaction related to attendance communication to 80%, as measured by the family satisfaction survey.	- By June 2028, increase the percentage of students receiving positive praise to at least 90%, as measured by walkthrough data and student perception surveys. - By June 2028, reduce chronic absenteeism to 5%. - By June 2028, increase family satisfaction related to attendance communication to 90%, as measured by the family satisfaction survey.

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Evidence-Based Strategy	Grades K–5: Karen Mapp's Dual Capacity Tier of Evidence: Strong Rationale: The Dual Capacity Framework is grounded in research demonstrating that sustained improvement occurs when schools develop the skills, confidence, and relational trust of staff and families, rather than placing responsibility on one group alone. Attendance challenges are not solely student-based issues; they reflect the strength of school–family relationships, the clarity of communication, and the degree to which families feel valued as partners.
Intended Outcomes	Overall Outcome: - The school will sustain a culture of attendance and belonging that improves access to instruction and long-term student success Student Outcomes: - Students will experience a positive, affirming school climate where attendance and effort are consistently recognized - Chronic absenteeism will decrease through early, supportive intervention rather than reactive discipline Teacher & Staff Outcome: - Teachers and staff will consistently reinforce attendance expectations using strength-based language Family Outcome: - Families will feel informed, respected, and engaged as partners in supporting student attendance
Lead person	Ms. Mildred Richardson, Principal
Team Members	School Leaders, Leadership Team, Teachers, and Instructional Coach

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Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Increase communication channels utilized to engage families in the school community through school website, DPS app, newsletter, positive praise post cards, and social media. (Title I Component 4)	School Principal, FACE Specialist	July 2025 - May 2028	• Monthly review of website updates, DPS app posts, newsletters, and social media posts • Quarterly review of positive praise postcard distribution logs • Quarterly review of family engagement analytics (clicks, views, participation)	•At least one attendance- or praise-focused communication per month	No associated cost.	N/A
Align family engagement initiatives and events to school and student learning goals. (Title I Component 4)	School Principal, FACE Specialist	August 2025 - May 2028	• Quarterly review of family event agendas and materials for alignment to learning and attendance goals	•Event attendance tracking •Post-event family feedback surveys results	No associated cost.	N/A
Incorporate Family Nights that highlight and celebrate families' assets. (Title I Component 4)	School Principal, FACE Specialist	September 2025 - May 2028		•Attendance logs for each Family Night •Documentation of activities and celebrations tied to attendance and learning •Family survey	\$3,000	Title I (Family engagement food and manipulatives for hands-on math, literacy, and science activities)

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				results following each event		
Update and continue to highlight the designated space for families as well as a website to access materials and information specific to attendance, behavior, and academics. (Title I Component 4)	School Principal, FACE Specialist	September 2025 - May 2028	Quarterly review of family resource space and website content	•Usage tracking (sign-ins, downloads, website clicks) •Family feedback on accessibility and usefulness	No associated cost.	N/A

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Addressing Resource Inequities Plan						
3-Year Goal Statement			By the end of the 2027–2028 school year , 100% of identified students will have equitable access to high-dosage tutoring and targeted academic interventions during, before, and/or after school, resulting in measurable growth in reading, math, and science achievement.			
Measurable Objectives			Measurable Objective Year 1	Measurable Objective Year 2	Measurable Objective Year 3	
			By June 2026, at least 60% of identified Tier 2 and Tier 3 students will receive high dosage tutoring before, during, and/or after school.	By June 2026, at least 80% of identified Tier 2 and Tier 3 students will receive high dosage tutoring before, during, and/or after school.	By June 2026, at least 100% of identified Tier 2 and Tier 3 students will receive high dosage tutoring before, during, and/or after school.	
Strategy			Implement a schoolwide high-dosage tutoring model that includes: - Daily or weekly small-group tutoring (1:3–1:5 ratio) - Certified teachers and trained paraprofessionals - Data-driven student placement - Progress monitoring every 4–6 weeks - Before-school, during-school, and/or after-school tutoring blocks			
Intended Outcomes			Student Outcomes - Increased proficiency on state and interim assessments - Accelerated growth for Tier 2 and Tier 3 students - Reduced achievement gaps among subgroups - Improved attendance and engagement			
Lead person			Ms. Mildred Richardson, Principal			
Team Members			School Leaders, Leadership Team, Teachers, and Instructional Coaches			
Action Step	Process Owner	Time Frame	Progress Checks	Measures of Success	Cost Elements	Funding Source
Conduct needs assessment to identify students for tutoring	Instructional Coaches	August 2025 - May 2028	Quarterly data reviews	Student rosters created	No associated cost.	N/A
Develop master tutoring schedule (before/during/after school)	School Principal	August 2025 - May 2028	Monthly review	Published schedule	No associated cost.	N/A

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Train staff on high-dosage tutoring practices	Instructional Coaches	August 2025 - May 2028	Coaching cycles	Observation data	No associated cost.	N/A
Implement tutoring sessions	Teachers/Paras	August 2025 - May 2028	Weekly attendance logs	90%+ session attendance	The associated costs are embedded within the Science, Reading, and Mathematics mastery areas listed above, totaling \$139,950.00.	SIG
Monitor student progress	Leadership Team	August 2025 - May 2028	Data meetings	Growth on assessments	No associated cost.	N/A
Adjust supports based on data	Principal	August 2025 - May 2028	PLC meetings	Tier movement	No associated cost.	N/A