

Virginia's Comprehensive School Improvement Plan

Virginia's comprehensive School Improvement plan (CSIP) integrates findings from Virginia's needs assessment to help guide schools as they prioritize work, predict and neutralize barriers, and catalyze transformative practices that will improve student outcomes. There are four sections to the comprehensive School Improvement plan, aligned to the Virginia Support Framework:

- Academic Supports
- Staffing Supports
- Professional Learning Supports
- School Climate Supports

High-quality plans support school leaders as they work to allocate human and fiscal resources, establish short- and long-term goals, monitor processes, and scale successes. Specifically, a high-quality plan is:

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

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

How to use the Virginia Comprehensive School Improvement Plan:

6Review the Virginia Support Framework domains and the results of the Virginia Support Framework Needs Assessment.

Become familiar with the explanation and example of the Comprehensive School Improvement Plan template which includes a description and example for each item.

Complete the profile information, providing information on designations, School Quality Indicators, Levels, and/or federal identification. An overview of the internal and external stakeholder, including families, that have been engaged in the school improvement process should also be documented.

Use the results from the needs assessment to develop the plan for each domain and indicator, including **barriers** from a root-cause analysis **establishing SMART goals**, the **alignment to evidence and research-based strategies**, the **development and implementation of the plan**, and the artifacts to be regularly collected and analyzed for **progress monitoring**.

¹ In accordance with the Standards of Quality (SOQ) and Standards of Accreditation (SOA), all schools are to prepare a comprehensive, unified, long-range plan in conjunction with the division long-range comprehensive plan, and make it available to the public (SOQ, § 22.1-253.13:6.; SOA 8VAC20-131-390; 8VAC20-131-400). Under the Every Student Succeeds Act (ESSA), schools identified for comprehensive, targeted, and additional targeted support and improvement are required to develop plans based on a set criteria with state educational agency (SEA), local educational agency (LEA), and school approval (ESSA §1111(d)(1)(B); §1111(d)(2)(B)-(C))



Domain of Support	Description
<u>Academic</u>	Providing high-quality instructional materials, routines, and prioritized placement are critical to the successful operation of the school division, and focuses on alignment, engagement, rigor, and organizing staff based on need.
<u>Staffing</u>	Recruiting, allocating, and retaining teachers and principals to address schools and areas with the greatest needs, to include building capacity from those within and the retention of high-quality staff are integral to school division success.
<u>Professional Learning</u>	Managing a school building effectively by providing logistical support to maximize learning through clear calendars and master schedules; and targeting professional learning centered on the instructional cycle with a focus on student outcomes.
<u>School Climate</u>	Engaging with families and providing instructional materials, learning opportunities, and supports to improve attendance creates a welcoming culture. Connecting each student with an adult creates a safe and orderly environment.

Profile Information	
Division: Alexandria City Public Schools	School: ACPS School
Principal: Loren Brody	Designations (if applicable):
Stakeholder/Family Engagement	
Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence- and research-based strategies; and developing, implementing, monitoring, and evaluating the plan. Our core instructional leadership team – administration and instructional coaches – selected a cross-section of teacher and other staff leaders to form a CNA/CSIP task force to conduct the needs analysis. The task force consists of the following positions: Principal, Assistant Principal, Reading Specialist, Math Instructional Coach, EL Lead, GLAD Lead, 5th Grade Teacher, 4th Grade Teacher, Sped Teacher, Social Worker, Counselor. On 4/7/25 and 4/28/25, this group conducted Critical Needs Assessment and Root Cause Analysis. After 4/28/25, the Assistant Principal sent an email summary of the task force’s generated problem statements and root causes to the whole faculty to solicit input using a Google Form. Several teachers spanning lower and upper elementary grades responded with input of barriers and recommended action steps. The task force convened again on 5/5/25 to review all potential action steps and utilize a Focus Map to help prioritize them. Then the task force drafted the CSIP in this document. Critical Needs Assessment Meeting Agendas and Notes Problem Statements, Root Causes, and Correlated Action Steps Focus Mapping	

Domain I: Academic Supports

Content Area:

Reading

Problem Statement:

Lack of overall achievement and expected growth in grades K-5 (as seen through VALLSS, MAP, and Dibels) in Reading/Literacy data for our hispanic and special education students.

Barrier(s):

Teachers are not required to submit Reading and Writing lesson plans which leads to lack of consistency in lesson structure and student output, Bookworms curriculum buy-in is tenuous, and accountability is missing.

SMART Goal Statement:

By June 2026, we will reduce the number of students who are high-risk in K-3 VALLSS by 15% and 20% for students in grades 4-5. By June 2026, we will increase the pass rates on Reading SOL's for each subgroup to at least 65%. By June 2026, we will increase the percentage of all students passing the VA Reading SOL to 75% (over a baseline of 65%).

Baseline (Spring 2024 SOL): 65% all students, 91% White, 56% Black, 34% Hispanic, 38% Students with Disabilities, 34% Econ Disadv, 32% English Learners.

Strategy

(Evidence-Based) Strategy Name:

IES: What Works Clearing House

Strategy 1:

Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

Description:

We will determine and provide intense, systematic intervention for students identified as high risk on the VALLSS screener (Virginia Language and Literacy Screening System) as well as strengthen our Tier 1 literacy instruction which includes strengthening the teaching of academic language in all grades.

Strategy 2:

Providing Reading Interventions for Students in Grades 4-9.

Strategy 3:

Effective Literacy and English Language Instruction for English Learners in the Elementary Grades.

Tier of Evidence: Tier 1 - Strong

Tier of Evidence:

Strong

These EBI's will be leveraged to address the barrier of Bookworms implementation. Strategy 1 will support teachers during the comprehension components of the Bookworms structure to make it more consistent and targeted. Strategy 3 will help support the structure of the Bookworms block in terms of differentiation for our EL students to ensure consistency as well as active planning for differentiation.

Strategy 1: Teach students academic language skills, including the use of inferential and narrative language, and vocabulary knowledge. Develop awareness of the segments of sounds in speech and how they link to letters. Teach students to decode words, analyze word parts, and write and recognize sounds. Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.

Strategy 2: In order to strengthen our teaching of academic content to English Learners we will teach students academic vocabulary words intensively across several days, integrate oral and written English language instruction into content-area teaching, provide regular, structured opportunities to develop written language skills, and provide small-group instructional intervention to students struggling in areas of literacy and English language development.

Strategy 3: To effectively strengthen our literacy and English Language instruction for EL students, we will screen for reading problems and monitor progress, provide intensive small group reading interventions,

provide extensive and varied vocabulary instruction and schedule regular peer-assisted learning opportunities.

Measures

Student Measure #1:

Reduction of the number of VALLSS (K-5) high-risk identified students in grades K-3 by 15% and in grades 4-5 by 20%. We will use VALLSS progress monitoring tools to monitor student progress.

Staff Measure #1:

90% of teachers in K-2 will demonstrate implementation of Really Great Reading routines. 100% of teachers in 3-5 will demonstrate implementation of the six syllable types. To indicate successful implementation, teachers should receive a proficient percentage on the Look-Fors based on their teaching experience.

Student Measure #2:

60% of the students in the 1st-20%tile will meet their growth target as measured by the Fall to Spring '25-26 Reading MAP assessment.

Staff Measure #2:

In Literacy PLC meetings, teachers will plan for differentiation in the Bookworms Reading and Writing curriculum, language objectives, scaffolds, GLAD2CETA as measured by PLC notes, coaching cycle reflection documents, and literacy data spreadsheet.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	Engage teachers in ongoing professional development on the science of reading (e.g., Bookworms, RGR, DIBELS) through division-led PD during Teacher Return Week and weekly PLCs during the beginning of the year.	Literacy Coach, Literacy Strategy Keepers, Team Leaders	Sept. 2025	Nov. 2025	Not started	
2	Create a Bookworms Lesson Plan template to support teachers with a guide for implementing all required components as well as to ensure differentiation, VDOE aligned standards, and language objectives are included in all lessons.	Literacy Coach	Sept. 2025	Sept. 2025	Not started	
3	Create a schedule for new teacher beginning of the year coaching support and Look-For walks.	Literacy Coach	Sept. 2025	Sept. 2025	Not started	
4	Conduct Literacy Look-Fors centered around the following to include strategies from EBIs: - Components/Elements of the Lesson Plan Template Observed (including differentiation, scaffolds, and language development) - IET Block - RGR - Whole group Tier 1 Bookworms implementation - Co-teaching	Literacy Coach/CSIP Team/Division Literacy Content Specialist/Literacy Leadership Team	Sept. 2025	Jun. 2026	Not started	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	PLC teams and instructional coaches will recommend students for enrollment in Extended Day Learning to occur up to 3 days a week after school for 1.25 hours. Co-teaching teams and coaches will progress monitor student data to inform programmatic changes.		Sept. 2025	Sept. 2025	Not started	Title I, \$22,000 for teacher stipends and materials for extended learning (OC 1000 and 2000)
	Grade-level team leads will facilitate follow-up reading data monitoring and check-ins with their respective grade-level teams.		Sept. 2025	Sept. 2025	Not started	
5	Provide Professional Development around the stages of reading development to better support our vertical alignment meetings as well as deepen our knowledge of the VDOE standards and expectations from grade to grade to allow differentiation and rigor to be at the forefront of our planning. - During in house PD offerings - Staff Meetings - PLCs - Half day plannings	Central Office Team Members, Literacy Coach	Sept. 2025	Dec. 2025	Not started	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
6	Vertical Alignment Meetings to help teachers across grade levels deepen their understanding of the stages of literacy development. - Through PLCs/Staff Meetings/Half Day Plannings - Vertical alignment template for teams	Literacy Coach and Team Leads	Nov. 2025	Mar. 2026	Not started	
7	New teachers will work with coaches for the first month as a gradual release model. New teacher on-boarding curriculum.		Sept. 2025	Dec. 2025	Not started	
8	Professional Development surrounding a structured IET Block for all grades: - IET expectations are clear school-wide. - Band/Orchestra/Counseling do not interfere. - Professional development around how to run each IDI group and where resources are. - Embed comprehension strategies more explicitly into IET block.	Literacy Coach and Reading Specialists	Sept. 2025	Dec. 2025	Not started	
9	Embedding More Comprehension Strategies and Practice through all of Bookworms by reviewing curriculum updates and add/enhance where needed: - identifying which SOL matches with which	Literacy Coach, Team Leads, PLC Members	Sept. 2025	May 2026	Not started	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	books and which days - pacing out time for explicit teaching of skills - test prep throughout year utilizing close reading passages - using MAP scores to guide groupings/mini-lessons, etc.					
	Engage all 4th grade students in experiential learning through a trip to Virginia historical venues such as the Virginia Museum of History and Culture and Jamestown, which links 4th grade VA History SOLs and the Bookworm text sets.		Sept. 2025	Sept. 2025	Not started	Title I, admission tickets and charter bus \$6,000 (OC 3000)
10	Literacy Goal Setting Create school-wide literacy data folders and system for students to track their individual growth and achievement (VALLSS, MAP, Fluency, etc.) August roll-out and quarterly checks through May 2026.	Literacy Coach	Aug. 2025 (roll out)	May 2026 (quarterly checks through May)	Not started	
11	Reading Stamina Develop, disseminate, and implement a reading stamina plan (specifically for grades 2-5) - Reading Challenge (tied to fluency board)	Literacy Coach/Team/Am in-Support and approval/PBIS/S	Sept. 2025	Sept. 2025	Not started	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	- Themed reading day (whole school DEAR day?) - During IET time (every Friday only reading during IET)	ST Team				
12	Peer-Assisted Learning Opportunities Develop plans that encourage teachers to schedule about 90 minutes a week with activities in reading and language arts that entail students working in structured pair activities. Support during PLCs.		Oct. 2025	Jun. 2026	Not started	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025	- PLC Agendas/Notes - BOY DIBELS Benchmarks - EL Progress Not-Met	'25-26 Literacy Data Sheet: BOY, MOY, and EOY DIBELS benchmarks will be measured for each student - EL Data Sheet: To include EL roster, EL level, WIDA data, and the like. - PLC Agendas: To measure	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
		attendance, next steps, and notes	
Oct. 2025	- Reading MAP Data - VALLSS Data K-5 - PLC Agendas/Notes	'25-26 Literacy Data Sheet: To include Fall '25, Winter '25, and Spring '26 Reading MAP data as well as historical data from '24-25 school year to measure and spot trends over time. '25-26 Literacy Data Sheet: To include Fall '25, Winter '25, and Spring '26 VALLSS scores as well as subtest scores to determine areas of intervention as well as percentage of high, moderate, and low risk students.	
Nov. 2025	- PLC Agendas/Notes - Vertical Articulation Meeting Agenda and Actions Steps	- PLC Agendas: To measure attendance, next steps, and notes - Implementation of strategies from vertical articulation meetings measured through exit tickets and performance on assessments	
Dec. 2025	PLC Agendas/Notes	PLC Agendas: To measure attendance, next steps, and notes	
Jan. 2026	Reading MAP Data	'25-26 Literacy Data Sheet: To	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- PLC Agendas/Notes - MOY DIBELS Benchmarks - Look-For Data	include Fall '25, Winter '25, and Spring '26 Reading MAP data as well as historical data from '24-25 school year to measure and spot trends over time. - PLC Agendas: To measure attendance, next steps, and notes '25-26 Literacy Data Sheet: comparing BOY to MOY DIBELS benchmark data to show evidence of progress - Look For Data Sheet: Data compiled to identify trends and areas of strengths/areas of improvement needed	
Feb. 2026	- PLC Agenda/Notes - VALLSS Data K-5	- PLC Agendas: To measure attendance, next steps, and notes '25-26 Literacy Data Sheet: To include Fall '25, Winter' 25, and Spring '26 VALLSS scores as well as subtest scores to determine areas of intervention as well as percentage of high, moderate, and low risk students.	
Mar. 2026	Reading MAP Data	'25-26 Literacy Data Sheet: To	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	- PLC Agendas/Notes - Vertical Articulation Meeting Agenda and Actions Steps	include Fall '25, Winter '25, and Spring '26 Reading MAP data as well as historical data from '24-25 school year to measure and spot trends over time. - PLC Agendas: To measure attendance, next steps, and notes - Implementation of strategies from vertical articulation meetings measured through exit tickets and performance on assessments	
Apr. 2026	- VALLSS Data K-5 - PLC Agendas/Notes	'25-26 Literacy Data Sheet: To include Fall '25, Winter' 25, and Spring '26 VALLSS scores as well as subtest scores to determine areas of intervention as well as percentage of high, moderate, and low risk students. - PLC Agendas: To measure attendance, next steps, and notes	
May 2026	- EOY DIBELS Benchmarks - Look-For Data - PLC Agendas/Notes	'25-26 Literacy Data Sheet: comparing MOY to EOY DIBELS benchmark data to show evidence of progress - Look For Data Sheet: Data compiled	

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
		to identify trends and areas of strengths/areas of improvement needed PLC Agendas: To measure attendance, next steps, and notes	
Jun. 2026	SOL Data	SOL Data: Utilizing our scores to determine instructional areas of weakness and strength to plan for the following school year as well as reflect on our instructional practices from this school year.	

Reading: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1	Select Option	[Insert link to Q1 pre-work]
Q2	Select Option	[Insert link to Q2 pre-work]
Q3	Select Option	[Insert link to Q3 pre-work]

Domain I: Academic Supports

Content Area:

Mathematics

Problem Statement:

Lack of overall achievement and expected growth at the 65th percentile or greater on math MAP from Fall 2024 - to Spring 2025 for all students. We need more data to explore the gap in math for non-white students (as seen by MAP, unit post -test, and Zearn data).

Barriers

Some teachers may not be comfortable enough with the vertical progression of mathematics to be able to effectively develop conceptual knowledge, and implement a logical progression within a lesson. We know this because we have some teachers who have not completed any education program. Additionally, teachers who are new to Barrett, or transfer to different grade levels may not have taught Virginia Standards and may need a refresher on the vertical progression.

SMART Goal Statement:

SMART Goal Statement: By June 2026, we will increase the pass rates on Math SOL's for each subgroup to at least 65%. By June 2026, we will increase the percentage of all students passing the VA Math SOL to 85% (over a baseline of 74%).

Baseline Pass Rates (Spring 2024 SOL): 74% for All Students, White students at 93%, Black students at 31%, English Learners at 52%, Hispanic Students at 51%, Students with Disabilities 36%, Economically Disadvantaged at 46%.

Strategy

(Evidence-Based) Strategy Name:

Strategy 1: Mathematical Language
Increase students' use of academic language to communicate about math.

Description:

Strategy 1: Mathematical Language
Teachers will collaborate during PLCs and team planning to create scaffolds and increase

[WWC Recommendation 2: Academic Language](#)

Strategy 2: High Quality Mathematics Instruction

Consistently implement differentiated lessons and scaffolds to support students' conceptual understanding of mathematics. Differentiated lessons shall include explicit, systematic intervention for all students who demonstrate a need.

[Iris Center, USDOE: Explicit Systematic Instruction](#)

Tier of Evidence: **Strong**

opportunities for students to effectively use mathematical language to communicate their understanding of mathematics in the domains of speaking and writing.

Strategy 2: High Quality Mathematics Instruction

High quality instruction of mathematics will be supported through ongoing professional learning, collaboration, data analysis, and vertical articulation.

Measures

Student Measure #1:

Students in grades 2 - 5 with math MAP achievement scores less than 50% will consistently demonstrate growth scores at or above the 65th percentile as measured on the MAP Winter and Spring student growth reports. Students with math MAP achievement scores of 50% or greater will consistently obtain growth scores at or above the 50th percentile.

Staff Measure #1:

All teachers will implement specific strategies to support students' understanding and use of mathematical language to communicate effectively as measured by observations and/or walkthroughs with specific *look fors*, analysis of student work samples, and performance on common unit assessments.

Student Measure #2:

Kindergrarten students who did not meet the Fall VKRP benchmark for the number sense strand will meet or exceed the Spring VKRP benchmark of the same strand. First grade students will demonstrate satisfactory growth of 70% or greater on $\frac{3}{4}$ or more of the unit post-tests for the school year. Analyze and use Imagine Math data.

Staff Measure #2:

Following differentiated professional learning based on needs identified by individual teachers or administrators, 100% of math teachers will provide high quality mathematics instruction as measured by classroom observations and walkthroughs using a common monitoring tool with specific *look fors* to be developed.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	New teacher coaching: Aug/Sept dedicated to supporting new teachers with: implementing math workshop, curriculum unpacking, language objectives, scaffolds, and required GLAD components: t-graph, equity sticks). Coordinate coaching schedule with reading coach and leadership team to ensure balanced support, consistency and gradual release.	Math coach	Aug. 2025	Sept. 2025	Not started	
2	Beginning of Year / Inservice week: A. Program Analysis based on 2024-2025 end-of-year data (SDBQs). Consider	CSIP team	Aug. 2025	Sept. 2025	Not started	

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	vertical articulation meetings to share strength-based learner profiles for typical students in each of the MTSS academic Tiers. B. Revise and refine teacher look-fors, based on CSIP EBIs with teacher input, to be collected. First round will be used for norming to set a baseline. (Develop plan for quarterly data collection and areas of focus). Quarter 1 look-for data scheduled and posted. C. Introduce and/or review the changes to math IET time within the math workshop framework. Include differentiated technology supports based on tiers (i.e., Zearn, Imagine Math, & Imagine Math Facts).					
3.	Ongoing Professional Learning: Develop sessions based on CSIP evidence based practices and a teacher survey of needs collected during SY24-25.	Math leadership team (MLT)	Sept. 2025	Dec. 2025	Not started	
4.	PDSA centered PLCs: Strengthen our PDSA cycles to ensure consistency and greater impact across PLC teams. Emphasis on quarterly, unit, and lesson planning,	Math coach & MLT	Sept. 2025	Sept. 2025	Not started	

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	differentiation, language production, academic and WIDA can do, analysis of student work (by and across subgroups).....					
	PLC teams and instructional coaches will recommend students for enrollment in Extended Day Learning to occur up to 3 days a week after school for 1.25 hours. Co-teaching teams and coaches will progress monitor student data to inform programmatic changes.		Sept. 2025	Sept. 2025	Not started	Title I, \$22,000 for stipends and materials (OC 1000, 2000, and 6000)
	Admin will ensure that the math interventionist will provide intervention for students in grades K-5 who are identified as being in need on the MAP assessment	Title I math interventionist	Sept. 2025	Sept. 2025	Not started	Title I math interventionist \$110,000 (OC 1000 and 2000)
	Grade-level team leads will facilitate follow-up math data monitoring and check-ins with their respective grade-level teams.		Sept. 2025	Sept. 2025	Not started	
5	Establish a student goal setting system & schedule. Determine data to be included (fact fluency, Imagine Math, MAP, unit tests, etc.) August rollout with quarterly check through May.	MLT/Team chair	Aug. 2025	May 2026	Not started	
6.	Collect Q1 teacher look for data (2B) to establish a baseline.	CSIP team	Sept. 2025	Sept. 2025	Not started	

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
7.	Analyze Q1 teacher look for data.	MLT	Sept. 2025	Sept. 2025	Not started	
8.	Schedule Quarterly ½ day planning sessions for grade level teams. Planning, pacing, students work analysis, data analysis.	Admin to schedule	Aug. 2025	Aug. 2025	Not started	
8a	Develop agenda for Q1 half-day quarterly planning : differentiation (to include C-R-A strategies, different models, language needs, standard unpacking, etc)	MLT	Sept. 2025	Sept. 2025	Not started	
9.	Utilize designated staff meeting for vertical articulation (breakout Literacy and Math) common language, vertical articulation of power standards, big ideas	Admin/Math coach	Nov. 2025	Nov. 2025	Not started	
10.	Quarter 2 teacher look for data - walk throughs scheduled, posted and collected	CSIP/MLT	Nov. 2025	Jan. 2026	Not started	
11.	Q2 ½ day planning : develop agenda, quarter, unit, lesson planning - target student work samples to be collected, review data, collaboration, increase rigor (support from AAS), etc.	Math coach/team lead	Jan. 2026	Dec. 2025	Not started	
12.	Professional Learning for Zearn tutors, teachers and interventionists on how to utilize the time efficiently and differentiate tools/lessons. Create	Math coach/MLT		Sept. 2025	Not started	

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	a look-for document?					
13.	Schedule Quarterly data check-ins to monitor student progress and adjust groupings as needed (i.e., Zearn, Imagine Math, Imagine Math Facts).	Grade level team/coach	Oct. 2025	Nov. 2025	Not started	
14	Fall MAP data analysis PLC staff and PLC meetings. Choose a date to review with staff.	Coach/Admin	Oct. 2025	Oct. 2025	Not started	
15	Winter MAP data analysis staff and PLC meetings. Choose a date to review with staff.	Admin/Math coach	Jan. 2026	Jan. 2026	Not started	
16	Quarter 3 look for data collection schedule posted and collected, Data analysis	MLT	Apr. 2026	Apr. 2026	Not started	
17	Q3 ½ day planning agenda development: develop agenda, target student work samples to be collected, review data, collaboration, etc.	Math coach/team lead	Apr. 2026	Apr. 2026	Not started	
18	Quarter 4 look for data collection schedule posted and collected, Data analysis.		Sept. 2025	Sept. 2025	Not started	
18	Spring MAP data analysis staff and PLC meetings		Apr. 2026	Apr. 2026	Not started	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025	• New teacher sign in sheets, - reflections or exit tickets • PD session agenda/sign in sheets • Zearn tutoring reports & unit tests • Zearn rosters/attendance • PLC agendas & notes • Coaching log • EL progress Not-Met	• graphs of data - teacher and student facing - with analysis ○ EL WIDA progress not met ○ Zearn & Imagine Math ○ unit tests ○ look fors - establish base line • differentiated lessons based on data analysis • coaching log - table or pie graph of coaching activities • summary of new teacher reflections,	
Oct. 2025	• Look for data • Fall MAP data • PLC agenda and notes • Coaching log	•	
Nov. 2025	• PLC agenda & notes • Nov. Staff Vertical Agenda • Coaching log	•	
Dec. 2025	• PLC agenda & notes • Q2 data collection • Coaching log	•	
Jan. 2026	• PLC agenda & notes • PD agenda & materials • Winter MAP data analysis	•	

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Feb. 2026	PLC agenda & notes	•	
Mar. 2026	- March Staff Vertical Agenda - PLC agenda & notes - MAP data analysis - Q3 data collection	•	
Apr. 2026	- PLC agenda & notes - Spring MAP data analysis	•	
May 2026	PLC agenda & notes	•	
Jun. 2026	Year end review	•	

Mathematics: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1	Select Option	[Insert link to Q1 pre-work]
Q2	Select Option	[Insert link to Q2 pre-work]
Q3	Select Option	[Insert link to Q3 pre-work]

Domain I: Academic Supports

Content Area:

Science

Problem Statement:

Students are not consistently demonstrating the ability to transfer their in-class learning to independent, rigorous content assessments (ie. Science benchmarks, unit tests, and exit tickets) as well as additional differentiation supports for EL and Special Education students are needed.

Barrier(s):

There is no consistent structure or planning process for science instruction, resulting in uneven teaching, reduced instructional time, and limited opportunities for students to apply concepts and use academic language.

SMART Goal Statement:

From Fall '25 - June '26, students in 5th grade will demonstrate at least a 70% pass rate on the Science SOLS.

Strategy

(Evidence-Based) Strategy Name:

- Aligned in content and rigor to the VA SOLs
- Using the [5E model](#)
- Leveraging [co-teaching](#) and collaborative planning to determine high-yield strategies to support differentiation
- Strategies for differentiation
- [Contributions of Explicit Instruction & Experimentation](#)

Description:

Providing instruction with a focus on alignment and the inquiry cycle, with the goal of helping students explore different concepts for a better understanding. Collaboration with the special education and EL teachers to ensure that students with disabilities and English learners have access to differentiated learning opportunities.

Tier of Evidence:

Strong

Measures

Student Measure #1:

70% of Grade 4 and 5 students, including those with disabilities and English learners, will demonstrate proficiency on division common unit assessments.

Staff Measure #1:

By the end of Q1, 100% of our Science teachers will be trained on the 5E science lesson planning tool and will have a plan for implementation.

Student Measure #2:

65% of students in K-3 will demonstrate grade-level appropriate proficiency in knowledge of the scientific content through common assessments.

Staff Measure #2:

70% of teachers will implement rich scientific and engineering tasks that enhance student thinking and allow them to demonstrate their understanding of science content, as evidenced through walkthroughs.

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1.	Professional development around the current science resources and curriculum to effectively plan Science instruction incorporating the 5E model.	Science Teachers/Adm in to schedule Science Instructional Specialist	Oct. 2025	Oct. 2025	Not started	
2.	Utilizing Canvas resources of Key Unit Vocabulary to guide academic language and language objectives for science instruction.	Science Teachers	Sept. 2025	Jun. 2026	Not started	
3.	Look-fors centered specifically around 5 E's Learning Sequence lesson structure and academic language and timely feedback for all science teachers.	Team Leads/ Science Teachers Leadership team	Oct. 2025	Jun. 2026	Not started	
4.	Require at least one GLAD and/or CETA strategy to be used each unit. New and untrained teachers will be exposed to 2-3 strategies (and will be given support with modeling or demo). <i>GLAD Options: Pictorial Input Chart, Expert Groups, Observation Charts, Chants, CCD for Vocabulary, Big Books, Process Grid, Picture File Cards</i>	Strategy Keepers/ Science Teachers/GLA D Strategy Keepers	Sept. 2025	Jun. 2026	Not started	

Science: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	<i>CETA Options: Scientific Thought in Motion, Tableau, Reading Art, Pass the Painting, Text Card Tableau, Six Word Stories</i>					
5.	Teachers will utilize the 5E lesson planning template as a guide to select lesson objectives that align with the unit pacing and with consideration of content block time constraints.	Science Teachers	Oct. 2025	Jun. 2026	Not started	
	Engage all 3rd grade students in experiential learning through a trip to a science venue such as the National Aquarium, Science museum or which aligns with grade level SOLs for Life Science.		Sept. 2025	Sept. 2025	Not started	Title I funds for admission and charter bus \$6,000 (OC 3000)
6.	Use bi-quarterly walkthroughs to document the presence of the 5E Structure. Discuss benchmark data at quarterly half day plannings to adjust instruction.	Coaches/ Science teachers	Oct. 2025	Jun. 2026	Not started	
7.	Implement exit tickets that are independent or collaborative as a reflection of what they learned throughout the unit in a test-like format. (Using Backwards planning to ensure all	Team Leads, Science Teachers	Sept. 2025	Jun. 2026	Not started	

Science: Action Plan						
N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
	concepts are being taught throughout the unit and utilize academic vocabulary in exit tickets.)					
8.	Determine how to involve students in reviewing their test results by tracking independent progress and goal setting.	Science teachers	Oct. 2025	Sept. 2025	Not started	

Science: Evidence and Analysis of Progress			
Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025	Professional development around 5E model	Teacher exit tickets from professional development training and 5E lesson plans	
Oct. 2025	- PLC Agenda Notes and Action Items - Science Look For Data (5E Lesson Implementation)	- Look For Spreadsheet (5E) - PLC Agenda Action Items and Notes from Science PLC	
Nov. 2025	Science Benchmark Data	Science Data Spreadsheet: Will utilize to input Science Benchmark	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
		Data	
Dec. 2025	- PLC Agenda Notes and Action Items - Science Benchmark Data	- PLC Agenda Action Items and Notes from Science PLC - Science Data Spreadsheet: Will utilize to input Science Benchmark Data	
Jan. 2026	Science Look For Data	Look For Spreadsheet (5E)	
Feb. 2026	3rd Grade Transfer Tasks	SchoolNet Progress and transfer tasks data	
Mar. 2026	- Science Benchmark Data - Science Look For Data	- Look For Spreadsheet (5E) - Science Data Spreadsheet: Will utilize to input Science Benchmark Data	
Apr. 2026	Science Benchmark Data	Science Data Spreadsheet: Will utilize to input Science Benchmark Data	
May 2026			
Jun. 2026	3rd Grade Transfer Tasks 5th Grade Science SOL Data - Science Look For Data	- SchoolNet Progress and transfer tasks data - Review Science SOL scores to identify trends as well as reflect on instructional practices/plan for next	

Science: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
		year's instructional practices Look For Spreadsheet (5E)	

Science: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1	Select Option	[Insert link to Q1 pre-work]
Q2	Select Option	[Insert link to Q2 pre-work]
Q3	Select Option	[Insert link to Q3 pre-work]

Domain II: Staffing Supports

Problem Statement:

Barrier(s):

SMART Goal
Statement:

Strategy

(Evidence-Based)
Strategy Name:

Tier of Evidence:

Description:

Measures

Student Measure #1:

Staff Measure #1:

Student Measure #2:

Staff Measure #2:

Staffing: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1			Sept. 2025	Sept. 2025	Not started	
2			Sept. 2025	Sept. 2025	Not started	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025	•	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	

Staffing: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Jan. 2026	•	•	
Feb. 2026	•	•	
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

Staffing: Quarterly Monitoring

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

Domain III: Organizational Learning Supports

Problem Statement:

Barrier(s):

SMART Goal
Statement:

Strategy

(Evidence-Based)
Strategy Name:

Tier of Evidence:

Description:

Measures

Student Measure #1:

Staff Measure #1:

Student Measure #2:

Staff Measure #2:

Org. Learning: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1			Sept. 2025	Sept. 2025	Not started	
2			Sept. 2025	Sept. 2025	Not started	

Org. Learning: Evidence and Analysis of Progress

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

Org. Learning: Evidence and Analysis of Progress

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

Org. Learning: Quarterly Monitoring

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

Domain IV: School Climate Supports

Problem Statement:

Inconsistent family communication and limited student data sharing hinder engagement, attendance, and academic growth. Strengthening home-school connections through regular outreach, student data tracking, and structured family updates is essential to support student success.

Barrier(s):

- Inconsistent systems for tracking and sharing student data in a parent-friendly format
- Staff lack adequate training on effective family engagement strategies and how to communicate student data in a clear, accessible, and culturally responsive way, which limits the impact of outreach efforts.

SMART Goal Statement:

By June 2026, 100% of licensed staff will engage in regular, two-way communication with the families of all students, providing consistent updates on attendance, behavior, and academic progress. Every student's family will receive at least one positive phone call or in-person contact by the end of Quarter 1. Staff will collaborate to collect and use student data to guide communication and implement individualized supports. Progress will be monitored through communication logs, student data reports, and family feedback surveys.

Strategy

(Evidence-Based) Strategy Name:

[WIDA ABCs of Family Engagement](#)

Tier of Evidence:

Not Tiered evidence, based on WIDA research

Description:

To engage staff and families in effective two-way communication.

Measures

Student Measure #1: Students will communicate quarterly with teachers and families about progress towards their learning goals and taking ownership of their learning through Creative Community Circles. Communicate with families through the weekly newsletter.

Staff Measure #1: By the end of quarter 1, as measured by Communication Tracking Sheet, staff will engage in positive two-way communication with families at least one time.

Student Measure #2: Monthly overall school/grade level chronic absenteeism rates update sent out to families.

Staff Measure #2: Staff will communicate student attendance through parent teacher conferences using the Attendance Report Card.

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
1	a) Licensed staff will be required to make an initial positive contact with each student's family before the end of Quarter 1, which may include family/home visits. b) Regular, ongoing contact will continue throughout the school year to foster strong family relationships. Encore, SST, SPED, and EL staff will support this effort by collaborating with classroom teachers to ensure contact is being made with all families (approximately 15 parent contacts per person via phone, parent square or face-to-face)	Licensed Staff	Sept. 2025	Oct. 2025 Communication will continue through June 2026.	Not started	Title I stipends for after hour home visits - \$5,000 (OC 1000 and 2000)
2	Introduction and quarterly reminders of the attendance flow chart and how and when staff contact parents regarding absences.	Attendance Team	Sept. 2025	Jun. 2026	Not started	
3	Send weekly communication home to families about students' data folder components: Reading logs...	Teacher	Sept. 2025	Jun. 2026	Not started	
4	Quarterly school-wide PBIS/attendance assemblies to promote school connection and celebrate school achievements.	PBIS Committee and Attendance	Sept. 2025	Jun. 2026	Not started	

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status	Budget
		Team				
5	Create an outline of topics to be covered during parent-teacher conferences(attendance, data folder, progress in all academic areas, behavior/social-emotional growth, etc.)	SST/Literacy and math Coach/Admin	Sept. 2025	Sept. 2025	Not started	
6	Host various family-oriented school events to further positive relationships; all events utilize interpreters.	School Committee Chairs(GLAD-2-CETA, Reading, Math, Equity, PBIS, etc.)	Sept. 2025	Jun. 2026	Not started	
7	Use monthly staff meetings to review student data, identify needs, and plan adequate supports and communication strategies to strengthen student success and family engagement.	All staff	Sept. 2025	Jun. 2026	Not started	
8	Family Feedback Form for families to provide feedback on family events to help strengthen engagement practices throughout the year. These will be sent during Q2 and Q3 conferences.	SST	Nov. 2025	Feb. 2026	Not started	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025	• Phone Call Log to monitor phone calls quarterly • In-service week professional development for staff on attendance policies and procedures(AUGUST) • Parent/teacher conference outline reviewed during first staff meeting • A school-wide assembly held regarding PBIS and attendance data • Monthly staff meetings • Send out school chronic absenteeism rates to parents and staff		
Oct. 2025	• Phone Call Log to monitor phone calls quarterly • Attendance Flow Chart will be refreshed at staff meetings. • School wide assembly held regarding PBIS and	•	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	attendance data - Monthly staff meetings - Send out school chronic absenteeism rates to parents and staff		
Nov. 2025	- Phone Call Log to monitor phone calls quarterly - Monthly staff meetings - Family feedback form - Send out school chronic absenteeism rates to parents and staff		
Dec. 2025	- Phone Call Log to monitor phone calls quarterly - Monthly staff meetings - Send out school chronic absenteeism rates to parents and staff		
Jan. 2026	- Phone Call Log to monitor phone calls quarterly - Attendance Flow Chart will		

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	be refreshed at staff meeting. • School wide assembly held regarding PBIS and attendance data • Monthly staff meetings • Send out school chronic absenteeism rates to parents and staff		
Feb. 2026	• Phone Call Log to monitor phone calls quarterly • Monthly staff meetings • Family Feedback Form • Send out school chronic absenteeism rates to parents and staff	•	
Mar. 2026	• Phone Call Log to monitor phone calls quarterly • Attendance Flow Chart will be refreshed at staff meeting. • School wide assembly held regarding PBIS and attendance data • Monthly staff meetings	•	

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	Send out school chronic absenteeism rates to parents and staff		
Apr. 2026	- Phone Call Log to monitor phone calls quarterly - Monthly staff meetings - Send out school chronic absenteeism rates to parents and staff		
May 2026	- Phone Call Log to monitor phone calls quarterly - Monthly staff meetings - Send out school chronic absenteeism rates to parents and staff		
Jun. 2026	- Phone Call Log to monitor phone calls quarterly - Monthly staff meetings - Send out school chronic absenteeism rates to parents and staff		

School Climate: Quarterly Monitoring

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