Cora Kelly

Title I Schoolwide Comprehensive School Improvement/Schoolwide Plan

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

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

High-quality plans support school leaders as they work to allocate human and fiscal resources, establish short-and long-term goals, monitor processes, and scale successes. Specifically, a high-quality plan is:
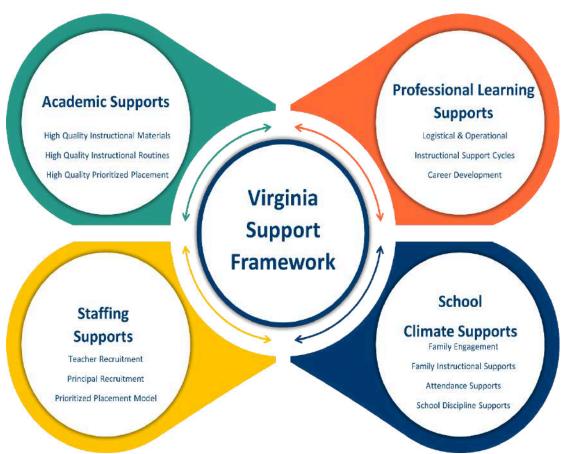
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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

How to use the Virginia Comprehensive School Improvement Plan:

1. Review the Virginia Support Framework domains and the results of the Virginia Support Framework Needs Assessment.
2. Become familiar with the explanation and example of the Comprehensive School Improvement Plan template which includes a description and example for each item.
3. Complete the profile information, providing information on designations, School Quality Indicators, Levels, and/or federal identification. An overview of the internal and external stakeholder, including families, that have been engaged in the school improvement process should also be documented.
4. Use the results from the needs assessment to develop the plan for each domain and indicator, including **barriers** from a root-cause analysis *establishing SMART goals*, the *alignment to evidence and research-based strategies*, the *development and implementation of the plan*, and the artifacts to be regularly collected and analyzed for *progress monitoring*.

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

Profile Information	
Division: Alexandria City Public Schools	School: Cora Kelly School for Math, Science, and Technology
Principal: Molly McCabe	Designations (if applicable): Jessica Milliken

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.
CNA was conducted in the Spring 2024 with central office support and a group of teachers, administrators, coaches, and interventionists which focused on our academic needs. The Instructional Council conducted a second CNA to analyze data to inform the school climate needs.   PTA executive council met with a school-based team to discuss findings of the CNA and develop CSIP goals. The school-based team plans on reviewing the CSIP and progress towards goals at minimum quarterly meetings with families.

Domain I: Academic Supports	Content Area: Reading

Barrier(s): Students entering our school with a variety of previous foundational education experiences (decoding, background knowledge) not necessarily aligned with Virginia grade level expectations.

SMART Goal Statement: Dually or triply identified students (EL 1+2, Special Education, Black) will meet or exceed their individual growth goals based on their MAP assessment in Reading by Spring 2025.

(Evidence-based) Strategy Name: GrK-3: <u>Teach students to decode words, analyze word parts, and write and recognize words.</u> Gr 4-5: <u>Build students' decoding skills so they can read complex multisyllabic words</u> Tier of Evidence: Tier1	**Description:** During the 45 minute core reading block, for grades K-2, students are instructed using the Really Great Reading phonics curriculum which targets encoding and decoding along with phonemic awareness skills. For grades 3-5, students are instructed using the BookWorms Word Study protocol which targets decoding and encoding. Student's are also identified based on individual achievement levels to participate in smaller groups during the 30-45 minute IET block. During this time, students receive targeted instruction to improve their decoding skills along with other areas of literacy based on individual strengths and needs.
Student Measure #1: Three times per year, VALLS results will be analyzed , specifically monitoring the results of our black students, students with disabilities, and EL 1+2 students.	**Student Measure #2:** Monthly analysis of DIBELS results of our students who are identified as "high risk" receiving VLA Reading Plans, specifically monitoring the results of our black students, students with disabilities, and EL 1+2 students.
Staff Measure #1: Over four sessions, teachers will complete VLA training. Implementation of VLA regulations will be evident in completed lesson plans with required components for differentiation as identified by school administration and district requirements.	**Staff Measure #2:** In self-reflection, peer observations, and administrator walkthroughs, 95% of teachers will increase 1-2 levels in Quality Rankings on Implementation Observation Tools. ● <u>Core Reading Block Implementation Observation Tool</u> Intermediate (3-5) ● <u>Core Reading Block Implementation Observation Tool</u> Primary (K-2)

Action Plan				
Action Steps **(Describe the step and include who will implement and how often it will be implemented)**	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**

Review implementation of Virginia Literacy Act Reading Plans monthly at Reading PLCs and ensure documentation of progress monitoring is up to date and accurate. Adjust instruction based on progress monitoring.	September 2024	Ongoing	Data Coach/Teachers/Reading Coach/Reading Specialist	NA
Review student data after each administration of VALLS (BOY, MOY, EOY), DIBELS, and MAP (BOY, MOY, EOY) in order to adjust instruction based on progress monitoring.	September 2024	Ongoing	Data Coach/Teachers/Reading Coach/Reading Specialist	NA
PLC teams will recommend students for enrollment in Extended Day Learning to occur up to 3 days a week after school for 1.25 hours to target individual students' areas of need.	October 2024	May 2025	Data Coach/Teachers/Reading Coach/Reading Specialist	Estimated expenditure: $13,340 , Budget: 5123, Estimated expenditure: $16,998.14, Budget: 5124
Analyze data with grade level teams and literacy coaches in order to support data based decisions in adjusting intervention groups and participation in Extended Day tutoring.	August 2024	Ongoing	Data Coach/Teachers/Reading Coach/Reading Specialist	Data Coaches salary - Estimated Expenditure: $101,000
Teachers and reading coaches provide small group, direct instruction to identified "high risk" and "moderate risk" students using VDOE approved literacy interventions	August 2024	Ongoing	Teachers/Reading Coach/Reading Specialist	NA
School staff, including general education teacher, special education teacher, EL teacher(s), and reading specialist will complete Orton Gillingham training in order to be able to provide this evidence based intervention to students who require this level of intervention.	September 2024	December 2024	Teachers/Reading Specialist	$1500 per participant

Provide half-day planning opportunities for grade level teams to be used for data analysis and instructional planning related to specific student-data from PALS, MAP, and other assessments	October 2024	May 2025	Data Coach/Teachers/Reading Coach/Reading Specialist	Cost of substitute coverage for general education teachers
Acquire Lexia® Core5® Reading licensing for all students and monitor student data at monthly Reading PLCs in order to inform changes in instruction as needed. Print Out/Hand out Student Achievement Certificates based on Lexia lessons passed.	August 2024	May 2025	Data Coach/Teachers/Reading Coach/Reading Specialist	NA

ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

Student data will be reviewed monthly at Reading PLC meetings with teachers, data coach, reading specialist and reading coach in order to progress monitor student achievement through Virginia Literacy Act Reading Plans.

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)**
DIBELs Progress Monitoring (Nonsense word fluency, Oral reading fluency)	Individual student data collected at the BOY (August) and has been progress monitored again in October. CK Literacy Data Spreadsheet.
Completion percentage of required VALLS training for staff	On going. All staff have registered for the level of training required based on previous experience with the Science of Reading. We have had 2 district-wide PD days for staff to work on this training.
VALLS Assessment (completed 3 times per year)	VALLS BOY assessment complete for grades KG - 2nd (some 3rd graders).
MAP growth Assessment (completed 3 times per year)	MAP BOY assessment complete for grades 2nd - 5th.

Domain I: Academic Supports	Content Area: Math

Barrier(s): Inconsistent delivery of math instruction between grade levels due to varied resources and experience levels amongst staff. Unpacking the new 2023 Math Standards of Learning and learning new math resources for instruction during full implementation.

SMART Goal Statement: By June 2025 all students in 2nd-5th grade will meet or exceed their individual growth index on MAP Math assessment.

By June 2025, all students in kindergarten will use one-to-one correspondence to determine how many in a set up to 30, count orally from 0-100 by 1s and group a collection of up to 100 objects into sets of ten and count by tens to determine the total. All students in first grade will count orally from 0-120 by 1s, 5s, 10s, and count by 2s up to at least 30 using a variety of tools.

(Evidence-based) Strategy Name: 1) Provide systematic instruction to develop student understanding of mathematical ideas. 2) Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts. Tier of Evidence: Tier I	Description: During the 75 minute Math Workshop, the systematic structure includes a problem-based solve and share, a whole group focus lesson, and guided math and learning stations which includes differentiated instruction based on formative assessment. During bi-weekly PLCs, teachers and math coaches identify the mathematical language students will learn during each unit of study. Scaffolds and visual strategies are created and used in the classroom to support diverse learners' needs.

Student Measure #1: Tri-annual MAP testing for 2nd through 5th grade students.	Student Measure #2: Formal assessments for all kindergarten and first grade students conducted by the math coach at the beginning of the year, middle of the year, and end of year to monitor their progress on number sense goal.
Staff Measure #1: PLC agendas will include specific mathematical language and opportunities for student discourse. These will then also be reflective in the weekly lesson plans.	Staff Measure #2: Weekly lesson plans will match division pacing and expectations communicated by administrators for differentiation.

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Review student data after each administration of MAP (BOY, MOY, EOY) to identify students who are performing below benchmark or making limited growth in order to redistribute guided math groups	September 2024	Ongoing	Data Coach/Teachers/Math Coaches	NA
Review implementation of enVision math resource and ACPS curriculum at bi-weekly PLC meetings to inform supports needed for educators	September 2024	Ongoing	Data Coach/Teachers/Math Coaches	NA
Data Coach will analyze data (DreamBox, unit assessments, exit tickets) along with teachers and math coaches during bi-weekly PLC meetings to identify areas of strength and improvement	September 2024	Ongoing	Data Coaches	Data Coaches salary - Estimated Expenditure: $101,000
Scaffolded supports are provided within Tier 1 instruction to provide access/enrichment to reach and exceed the standards.	September 2024	Ongoing	Teachers/Math coach	NA
PLC teams will recommend students for enrollment in Extended Day Learning/Zearn to	October 2024	June 2025	Teachers/Math coaches	Estimated expenditure: $13,340 , Budget: 5123,

occur up to 3 days a week after school for 1.25 hours				Estimated expenditure: $16,998.14, Budget: 5124
Implement cooperative learning structures and GLAD strategies for students to share their mathematical thinking with peers using academic language	October 2024	Ongoing	Teachers/Math coaches	NA
Provide half-day planning opportunities for grade level teams to be used for data analysis and instructional planning related to specific student-data from MAP, enVision curriculum assessments, and other assessments	October 2024	June 2025	Teachers/Math coaches/ Data Coach	Cost of substitute coverage for general education teachers
Math coaches will provide additional support to probationary contract teachers in delivering quality tier 1 instruction.	September 2024	June 2025	Teachers/Math Coach	NA
Engage teachers in professional development on the new VDOE Standards/ACPS Curriculum through division-led PD, PLCs, and staff meetings.	September 2024	June 2025	Teachers/Math Coach/Administrators	NA
During bi-weekly math PLCs, the agenda will include specific mathematical language to be taught, visual supports to create, and a plan for providing students opportunities to use language during structured student discourse opportunities.	September 2024	June 2025	Teachers/Math Coach/	NA

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

ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.

Analysis: Address impact and next steps.	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
enVision curriculum benchmark assessment through Savvas Realize® platform	On-Going. Data shared and reviewed at bi-weekly PLCs.
Attendance and Progress Monitoring on individual student growth markers for students attending Zearn tutoring	On-Going. Currently 9 third graders, 17 fourth graders, and 4 5th graders are participating in Zearn 3-days a week. Data shared monthly with classroom teachers and math coaches.
BOY number sense formal assessments	Complete for KG and 1st. Data shared with classroom teachers and collaboration continuously occurring with math coaches to address individual student needs.

Domain I: Academic Supports	Content Area: Science

Barrier(s): Teachers need support in aligning instruction with SOLs. Students need access to engaging science based activities.

SMART Goal Statement: By June 2025 students in 5th grade will demonstrate a 70% pass rate on Science SOLs. Students in K-5 will pass unit based formative assessments scoring a class average of 75% or above.

(Evidence-based) Strategy Name: Planned implementation of Science Talk during Tier 1 lessons. **Tier of Evidence: Tier 1**	**Description: Science Talk emphasizes that frequent opportunities for talk within a science unit affords multiple meaningful contexts for developing language and opportunities to bridge from the use of everyday language to the language of science. Science Talks take on different structures (pair share, small-group, whole-class, etc.). They can be brief or extended, and they can occur at different stages of a learning sequence. Utilizing Science Talk during the STEM lab provides students the opportunities to share about their understanding of the curriculum and encourage peers to engage with the materials and build confidence in their science understanding. Strategic "talk moves" should be used consistently over time to help maintain rigorous, coherent, engaging, and equitable discussions.**
Student Measure #1: End of unit formative assessments for students in grades K-5.	**Student Measure #2: Science SOL data**
Staff Measure #1: Weekly Lesson plan alignment to Virginia SOLs will provide differentiation for targeted groups (special education and EL). Lesson plans include identifying prior knowledge, direct teacher input, shared experience, student output and elaborating and reteaching.	**Staff Measure #2: Science instructional walkthroughs indicate fidelity to lesson planning and incorporation of identified actions steps for targeted students through the end of the plan. Cora Kelly Walk Through**

Action Plan				
Action Steps **(Describe the step and include who will implement and how often it will be implemented)**	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**
STEM Coach will support alignment with SOLs in bi-weekly content PLCs	Sept 2024	May 2025	STEM Coach	NA
Students will participate in hands-on engaging STEM activities throughout the year to improve and deepen students' understanding through the practical application of science concepts through creative design challenges.	Sept 2024	May 2025	STEM Coach	NA
Teachers will utilize Science Talk and engaging learning activities such as GLAD observation charts, pictorial input charts and cooperative strip paragraphs, as well as student engagement strategies like explain and elaborate (turn and teach), total physical response (TPR) and cooperative learning structures.	September 2024	May 2025	STEM Coach, GLAD Support Teacher	NA
Admin will review grade level unit science lesson planning to ensure alignment to SOLs.	Sept 2024	May 2025	Admin	NA
Review VDOE Science Classroom Observation Tool and prioritize look-fors for Cora Kelly. STEM Coach to complete observations 2x/year and review results with teachers in order to determine areas of strength and growth. **Cora Kelly Walk Through**	October 2024	May 2025	Admin, STEM Coach	NA

Provide 5th grade students with opportunity to attend after-school Science review sessions.	April 2025	June 2025	5th grade teachers, STEM Coach	NA
Analyze 23-24 SDBQ data in order to prioritize lesson objectives during 4th quarter, focusing on reteaching 4th grade science standards as evidenced by data.	November 2024	June 2025	5th grade teachers, STEM Coach	NA

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
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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)
End of Unit Formative Assessments	Formative Assessment data collected and discussed at bi-weekly PLC meetings across all grade levels.
PLC agenda notes and calendar	

Domain II: Staffing Supports
Barrier(s): 1. One day dedicated for school-wide professional development this calendar year on election day. 2.Concerns with funding professional development (title one funds) 3. State and district initiatives for professional development do not always align with expressed professional development needs of staff. 4. Two new admin who were not part of the process of creating the title one budget
SMART Goal Statement: In order to retain high quality educators, by June 2025, 80% of school staff will participate in requested professional development in accordance with staff survey results indicating professional development needs supporting the use of restorative practices and community circles resulting in implementation of restorative practices and community circles across all grade levels.

(Evidence-based) Strategy Name: Restorative Practices and Community Circles Tier of Evidence: Tier 1	Description: Community Circles foster attentive listening, empathy, sharing and equal opportunities of participation for all students. Circles help to cultivate a strong sense of belonging. Restorative Practices are strategies used to repair conflict and restore relationships rather than simply punishing behavior. RP encourages individuals to understand the impact of their actions, hold themselves accountable, and collaborate to find solutions. Both community circles and restorative practices are grounded in empathy, respect, and accountability, fostering positive school communities.
Student Measure #1: Students complete a reflection after participating in a classroom community circle twice a year in order for staff to reflect on implementation practices.	Student Measure #2: Student PBIS survey in 3rd through 5th grade will show growth in the areas related to peer relationships and community within the school.
Staff Measure #1: Attendance of Cora Kelly professional development on restorative practices and community circles with Exit Tickets describing understanding of content shared and professional needs for implementation.	Staff Measure #2: End of Year Staff Survey on use of restorative practices and community circles in the classroom and needs for future professional development

Action Plan				
Action Steps **(Describe the step and include who will implement and how often it will be implemented)**	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**
Staff to complete Exit Survey following Equity Training in order to determine Professional Development needs as reported by staff	October 2024	October 2024	Equity Committee	NA
Equity team analyze Exit Survey to determine next steps	October 2024	November 2024	Equity Committee	NA
Partner with central office staff members to provide Cora Kelly teachers and staff with professional development on incorporating Restorative Practices and Community Circles throughout the school day.	October 2024	December 2024	Equity Committee, Office of Student Services	NA

Request modeling and/or observations from Department of Student Services and Equity staff on Cora Kelly staff implementation of Restorative Practices and Community Circles to support improving our practice	December 2025	Ongoing	Equity Committee, Admin, Office of Student Services	NA
Develop reflection surveys (K-2, 3-5). Provide to teachers with instructions to implement following the use of restorative practices and community circles twice a year.	January 2025	June 2025	Equity Committee, Admin, Office of Student Services	NA

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
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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)**
Exit Survey following Equity Training	School staff indicated additional training needed for implementing restorative practices and community circles.
Training by Department of Student Services and Equity during school PD day	Complete November 5th

Domain IV: School Climate Supports
Barrier(s): Limited time to implement SEAL lessons.   Inconsistent understanding of PBIS and implementation across grade levels.
SMART Goal Statement: By the end of the school year, 70% of 3rd through 5th grade students will indicate they feel supported behaviorally and emotionally as evidenced by the Cora Kelly School Climate Survey given twice annually.

(Evidence-based) Strategy Name: PBIS Tier of Evidence: Tier 1, Tier 2, Tier 3	Description: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, tiered framework for supporting students' behavioral, academic, social, emotional, and mental health.
Student Measure #1: Bi-annual student surveys will improve by 50% by the end of the plan	Student Measure #2: Monthly referral data will indicate 50% decrease of repeated students with referrals by the end of the plan
Staff Measure #1: Staff will implement PBIS components with 80% accuracy as measured by walkthrough observation rubric bi-annually	Staff Measure #2: Staff self-reflection survey completed two times a year to indicate comfortability and understanding of implementing school-wide PBIS

Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Meeting set up with Central Office Staff to provide support and plan for supporting PBIS at Cora Kelly	August 2024	June 2025	Administration/Data Coach/Guidance Counselor	NA
Staff implement daily SEAL lessons that incorporate PBIS vocabulary and Mood Meter check-in with students	August 2024	June 2025	Classroom Teachers	NA
Input school discipline data into Progress Monitoring system to track data trends	September/October 2024	June 2025	School Counselor, Data Coach	NA
Create re-teaching strategies to use after breaks and for students who are new to our school.	September 2024	June 2025	School Counselor, Social Worker, Administration	NA
Establish a PBIS team to review discipline referral data, climate survey data, and 'reflection' pieces/	August 2024	June 2025	PBIS committee	NA
Implement Restorative Practices and PBIS training and professional development and provide grade level teams opportunities to plan for embedded Social Emotional Instruction	August 2024	Ongoing	Admin, Teachers, School Counselor, School Psychologist, Social Worker	NA

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the

effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. Analysis: Address impact and next steps.	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
Student Surveys	Cora Kelly PBIS Baseline data complete
Discipline Data	Ongoing data collected on discipline referrals and discussed at Weekly SST/Admin Meetings

Domain IV: School Climate Supports	
Barrier(s): Family time constraints (work commitments, child care). Families in our community feeling as important/vital members of their child's educational team.	
SMART Goal Statement: By June 2025, at least 50% of families will have engaged in a minimum of one school-sponsored event,activity (in-person or virtual) or meeting (MTSS, IEP, etc..) including but not limited to SOL-NIGHT, STEM Night, Reading Night, Math Night, Parent Coffees, PTA sponsored event.	
(Evidence-based) Strategy Name: Academic and Social Emotional Support Series for families **Tier of Evidence:** Tier 1, Tier 2	**Description:** Cora Kelly will offer families opportunities throughout the year for community learning engagement through a variety of scheduled events/activities/meetings in order to build trusting relationships between families and the school.
Student Measure #1: Student attendance data will indicate reduced chronic absenteeism by the end of the plan	**Student Measure #2:** Monthly referral data will indicate 50% decrease of repeated students with referrals by the end of the plan
Staff Measure #1: Staff up-to-date communication logs with families, including parent square usage data	**Staff Measure #2:** Attendance for staff participation in school-sponsored event, participating in a minimum of 1 after school activity.

Action Plan				
Action Steps	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**

(Describe the step and include who will implement and how often it will be implemented)				
Create schedule of family engagement activities	August 2024	June 2025	Parent Liaison/Administration	NA
Create tracking system for family involvement	August 2024	June 2025	Parent Liaison/Administration/ Data Coach	NA
Contact parents with students in special education, including ECSE, to utilize the PRC and attend family engagement events	September 2024	Ongoing	ECSE Teachers, Special Education Teachers, Admin	NA
Evaluate, initiate, and improve community and ACPS partnerships that support family engagement including but not limited to: FACE, PRC, Casa Chirilagua, Alexandria Dept. of Parks & Rec, Cora Kelly PTA, and Del Ray Citizens Association	October 2024	Ongoing	Admin	NA
Establish family and community support for accessing ACPS technology. Offer multiple times for workshops.	November 2024	March 2024	Parent Liaison/Administration/ Registrar	NA

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. Analysis: Address impact and next steps.	
Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Family Surveys/Needs assessments following events/activities	
Climate Survey at the end of the year	
Rolling Attendance at Family Engagement events	Ongoing. Individual families contacted based on current participation rate/ individual family needs.