

Francis C. Hammond 2024-2025

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**.

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 support 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: Francis C. Hammond Middle School
Principal: Anika Buster-Singleton	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.	
<p><i>SLT Team-reviewed and analyzed the CSIP as a team and as a CSIP committee. Continue monthly review of CSIP by each department</i></p> <p><i>Teacher Engagement-Provide overview of CSIP plan and goals with whole staff groups and the current progress check points. i.e staff meetings, PLC meetings, school wide updates, August in-service</i></p> <p><i>Parent Engagement-Utilize a parent liaison selected from each grade level 6-8 to attend the staff meeting</i></p>	

Domain I: Academic Supports	Content Area: Math
Barrier(s): <ol style="list-style-type: none"> 1. Lacks multi-tiered systems of support that allows students to enter and exit math intervention classes. 2. Professional Development opportunities need to align with the instruction and teacher needs. 	
SMART Goal Statement: From Fall 2023 to Spring 2025 students will demonstrate growth on the (MAP) math assessment by increasing their fall to spring scores between 7 to 28 points moving each individual student at least 2 or more achievement bands from fall to spring projected growth.	
<p>(Evidence-based) Strategy Name: Develop foundational skills to support math for understanding.</p> <p>Cooperative Learning:</p> <ul style="list-style-type: none"> • Use of cooperative groups to help students learn how to work with each other to get better results. <p>Use of Hands on Manipulatives:</p> <ul style="list-style-type: none"> • Represent ideas in more than one way, increase math confidence and communication. <p>Linguistic Representation:</p> <ul style="list-style-type: none"> • Representing numbers <p>Non-Linguistic Representation:</p> <ul style="list-style-type: none"> • Understand math using mental images, imagery, creating pictures, engaging in kinesthetic activity <p>Small Group Instruction:</p> <ul style="list-style-type: none"> • Data-driven small groups designed to focus on teaching a specific skill or concept. 	<p>Description: Teachers will participate in targeted professional learning to provide students with the knowledge, tools and instructional resources to effectively plan and deliver instruction at the tier 1 level.</p>

Tier of Evidence:				
Student Measure #1: 1. By 2025, 70% of all students will demonstrate proficiency on common assessments and benchmark assessments in math.		Student Measure #2: 1. By 2025, 70% of all students will demonstrate proficiency on Spring SOL yearly assessment in math by the end of the school year.		
Staff Measure #1: 1. By June 2025, 100% of all math teachers will engage in data chats within PLC meetings to analyze common assessments data and benchmark data each quarter.		Staff Measure #2: 1. By June 2025, 100% of all math teachers will engage in walkthroughs and formal observations.		
Action Plan				
Action Steps (Describe the steps 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)
Teachers will participate in professional development every other month to improve tier 1 instruction for all students. PD 1: September - November 2024 Cooperative Learning Strategies PD 2: December - January 2024 Use of Hands on Manipulatives PD 3: February - March 2024 Small Group PD 4: April - May 2024 Linguistic and Non-Linguistic Representation	September 2024	June 2025	Academic Principal Math Instructional Coach School Principal	

<p>Special Education Co-Taught/SDI Support</p> <p>(On-Going)</p> <p>Collaborate with the Office of Specialized Instruction to create a quarterly instructional plan based on the MAP math quarterly assessment data.</p>	<p>November 2024</p>	<p>June 2025</p>	<p>Academic Principal Math Instructional Coach Special Education Support (Central Office)</p>	
<p>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</p> <p>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.</p> <p>Secondary Mathematics Specialist will be used to collaborate and facilitate discussions around instructional support, manipulatives, and resources used to guide professional learning (PLC's) and instructional planning.</p>				
<p><u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</p> <p><u>Analysis:</u> Address impact and next steps.</p>				
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		
<ol style="list-style-type: none"> 1. Math Progress Monitoring Tool 2. Walkthrough Observations 3. Review of lesson plans and provide feedback 		<ol style="list-style-type: none"> 1. Measures of Academic Progress (MAP) Math (Data) 2. Common Assessments (Schoolnet) 3. Beginning of the Year, Middle of the Year, End of the Year Assessment. 		

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| | <ol style="list-style-type: none">4. PLC's - Data Chat5. Math Spring SOL 2025 |
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Domain I: Academic Supports		Content Area: Reading		
Barrier(s):1. We don't currently have a systematic process to approach reading comprehension for our EL and SPED students.				
SMART Goal Statement: Using GLAD/AVID reading strategies, FCH EL as well as our Sped population will be able to grow their MAP Overall Reading comprehension growth rate to meet or exceed their annual target from Fall 2024 to June 2025.				
(Evidence-based) Strategy Name: 1. GLAD - visuals, vocabulary and color coded-chunking 2. AVID - annotations, questioning Tier of Evidence:		Description: All students will be exposed to reading GLAD and AVID (GLAVID) strategies in their four core content classes. This will create a system for how we approach reading comprehension		
Student Measure #1: By the spring of 2025 60% of our EL and Sped population will show growth by applying the reading strategies from GLAVID to meet or exceed their target goal		Student Measure #2: By the Spring of 2025 EL students will show growth on the SOL with the application of these reading strategies as their evidence.		
Staff Measure #1: As a result of SOL data there will be a cross curriculum PLC at least once a month, to plan lessons that are inclusive of the reading centric strategies, to make sure they are executed with fidelity and consistently across the content areas.		Staff Measure #2: Walk throughs, observation tools/GLAVID checklist will be updated monthly throughout the year, to make certain the teachers are employing these reading strategies with fidelity.		
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)
1. Teachers in the four core content areas implement GLAVID reading strategies with fidelity	Aug 2024	May	Academic Principals Math Coach AVID Site Coordinator AAS Coordinator School Principal SPED Accountability Specialist	
2. GLAD training continues during PLC to focus on the reading strategies	Aug 2024	May 2025	Academic Principals Reading Coach GLAD Instructional Coaches School Principal	

3. Inquiry and Annotation workshops will be a continuation workshop to include access to grade-level texts.	Aug 2024	May 2025	Academic Principals Reading Coach School Principal	
4. Summer Curriculum Writing - PLC Planning and Professional Learning Planning	July 2024	August 2024	School Principal Academic Principals Dept Chairs	
5. After School SOL Enrichment:Reading, Math, Science staff.	Jan 2025	May 2025	PLC Leaders Team Leaders	
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)		
1. GLAVID checklists 2. Walk throughs and observations where we see students employing these strategies without prompting 3. Lesson plans(including lesson plan review and feedback form) The goal is to act, analyze and adjust on a quarterly basis.		1. MAP Data 2. Teacher and common assessments 3. PLC's that include data talks 4. Intentionally creating opportunities when these strategies can be used and observing students employing these strategies on their own.		

Domain I: Academic Supports			Content Area: Science	
Barrier(s): EL students are not demonstrating proficiency in Science due to limited rigorous instructional experiences and difficulty analyzing nonfiction text through various instructional strategies and differentiated activities.				
SMART Goal Statement: From Fall 2023 to Spring of 2025, 70% of EL students will score 400 or higher in 8th grade Science as evidenced by the Virginia Standards of Learning test.				
(Evidence-based) Strategy Name: 1. Inquiry Based Learning (IBL) - Project Based Learning Gold Standards, "Space the Learning of Science and Engineering Practices" 2. GLAD - color-chunking, visuals, and vocabulary reading strategies 3. Use AVID Strategies - Inquiry and Annotation to support understanding scientific text.		Description: All students will participate in Project Based Learning (PBL) in their Science class with increased rigor of the content. Students will also be exposed to nonfiction text and receive strategies on how to analyze the text. Each grade level will engage in developing at least two (2) inquiry activities in which resources are provided by the district to include lessons, materials, protocols for speaking, reading and writing as well as a common assessment of concepts learned during the activity.		
Tier of Evidence:				
Student Measure #1: By 2025, 70% of all students will demonstrate proficiency in reading tailored nonfiction text, engage in differentiated experiences and consistently show progress on common assessments and benchmark assessments.		Student Measure #2: By 2025, 100% of all students will complete an inquiry activity and engage in differentiated experiences during each semester, and 70% of all students will demonstrate proficiency on district assessments (i.e., common, benchmark).		
Staff Measure #1: By 2025, 100% of all Science teachers will engage in data chats within PLC meetings to analyze nonfiction selections, instructional strategies, differentiated assignments, common assessment data and benchmark data each quarter.		Staff Measure #2: By 2025, 100% of all Science teachers will provide an inquiry activity inclusive of PBL Gold Standards. Teachers will implement various instructional strategies and differentiated activities as evidenced through walkthroughs and formal observations.		
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)
1. Teachers in all Science classes will incorporate PBL at least once per quarter. Professional learning provided	August 2024	May 2025	Science Dept. Chair Academic Principal Science Coordinator	

at the district level will support this initiative during PL days and PLC meetings.			School Principal	
2. Teachers will engage in inquiry and annotation workshops to include access to grade-level texts.	August 2024	May 2025	AAS Coordinator Academic Principals Reading Coach	
3. Teachers will implement GLAD color-chunking, visuals, and vocabulary reading strategies with fidelity.	August 2024	May 2025	Academic Principals Reading Coach	
6. GLAD training continues during PLC to focus on the reading strategies.	August 2024	May 2025	Academic Principals Reading Coach GLAD Coaches	
7. Teachers will reinforce AVID annotation strategies in nonfiction text.	August 2024	May 2025	AAS Coordinator AVID Site Coordinator Academic Principals Reading Coach	
8. Common assessment administrations and analyses.	August 2024	May 2025	Science Dept. Chair Academic Principal Science Coordinator	
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)		
1. GLAD Checklists/Strategies		1. PLC meetings to include data chats (i.e., PBL, Common Assessments/Benchmark Data Analyses)		

2. Project-Based Learning Reflection Data (updated each semester) 3. Walkthroughs and In/formal Observations 4. Lesson/Unit Plans 5. Common Assessment and Benchmark Data 6. Benchmark Data	2. Dept. meetings to include data chats (i.e., PBL, Common Assessments/Benchmark Data Analyses)
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Domain II: Staffing Supports

Barrier(s): <ol style="list-style-type: none"> During the past three years, the school has experienced high turnover in the science department. Inconsistent staff attendance has an adverse affect on student achievement. Special education teachers experience an imbalance of SPED caseloads. 55% of staff think we provide sufficient PD opportunities at the building level - staff want to see the connection from each PD opportunity to how it is implemented in their content area 	
SMART Goal Statement: From Fall 2023 to June 2025, 80% of science, math, and special education teachers will identify as feeling supported in their role, having sufficient professional learning opportunities, and intend to return the following year.	
(Evidence-based) Strategy Name: Tier of Evidence: Choose an Item	Description: We will create a coordinated effort to recruit, hire, and support high quality teachers
Student Measure #1: 100% of students will have a highly qualified science, math, and SPED teacher.	Student Measure #2:
Staff Measure #1: 80% of science, math, sped teachers will indicate that they	Staff Measure #2: 80% of science, math, sped teachers will commit to returning for SY25-26

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)
Fully staff all sped, science, and math positions	Spring '24	August '24		
Review caseloads of all SPED teachers to ensure equity	August '24	August '24		

Reconstitute sunshine committee to celebrate staff	August '24	August '24		
Create teacher survey to monitor their well-being, knowledge of supports, and needs				
Monthly new teacher meeting with check-ins regarding their well-being and need for support	August '24	June '25		
Quarterly survey to moderate needs of group	August '24	May '25		
Coordinate and communicate content specific pd options	August '24	June '25		
Collaborate with science and math curriculum specialists to provide ongoing coaching and support to content teachers	August '24	June '25		
Develop teacher-led committees to provide opportunities for teacher voice in the decision-making process	September '24	June '25		
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
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)		
Quarterly Survey regarding staff well-being and their needs				

Domain III: Professional Learning Supports (Not Required 24-25 School Year)

Barrier(s):				
SMART Goal Statement:				
(Evidence-based) Strategy Name: Tier of Evidence: Choose an Item		Description:		
Student Measure #1:		Student Measure #2:		
Staff Measure #1:		Staff Measure #2:		
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
<u>Evidence</u> : Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <u>Analysis</u> : Address impact and next steps.				
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		

Domain IV: School Climate Supports - Special Education Attendance

Barrier(s):

1. Students with disabilities are disproportionately suspended from school
2. Teachers lack the skills to de-escalate student behaviors

SMART Goal Statement: From Fall 2023 to June 2025, students with disabilities' chronically absent rate will drop from 13% (May of SY23-24) to 8% (the schoolwide rate as of May 2024)

(Evidence-based) Strategy Name:

1. PBIS
2. LEAP Attendance Program
3. Reboot Kid Talk w/ specific attendance referral process
4. Deescalation strategies for all teachers

Tier of Evidence: Choose an Item

Description:

1. PBIS - positive incentives for students who demonstrate improved and/or strong attendance
2. Attendance System - research-based home visiting program
3. Reboot Kid Talk w/ specific attendance referral process - explicit process for tracking student attendance and accountability for each staff member to take and report attendance concerns.
4. Deescalation strategies for all teachers - collaborate with the Office of Specialized Instruction to design and deliver professional development for all staff on how to deescalate student behaviors in the classroom

Student Measure #1:

1. 92% of students with disabilities will attend more than 90% of the school days during each quarter

Student Measure #2:

1. 95% of students will qualify for a PBIS attendance celebration at some point during the SY24-25.

Staff Measure #1:

1. 100% of staff members will take attendance on a daily basis

Staff Measure #2:

1. Staff will celebrate students with perfect and improved attendance quarterly

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)
Convene The Francis C. Hammond Attendance Committee			All In Attendance Liaison Special Education Accountability Specialist Social Workers Student Support and Intervention Specialist Academic Principals	

			School Principal	
Update the Kid Talk Protocol	June '24	August '24	Director of School Counseling School Principal	
Train staff to complement the Kid Talk Protocol	August '24		Director of School Counseling School Principal	
Provide a clear protocol for taking attendance and communicating concerns to Student Support Team	June '24	August '24	Principal Academic Principals School Principal	
Create a PBIS reward system to reinforce strong attendance	August '24		Deans of Students Academic Principals PBIS Committee School Principal	
Develop a calendar for PBIS celebrations	August '24 pre-service week		Deans of Students Academic Principals PBIS Committee School Principal	
Develop and deliver deescalation professional development workshops	June '24	August '24	Deans of Students Office of Student Services and Equity School Principal	
Implement the LEAP program	August '24	June '25	Social Workers School Principal	
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
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<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.				
<u>Analysis:</u> Address impact and next steps.				
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		

Domain IV: School Climate Supports - Students’ Sense of Safety				
Barrier(s): <div>1. Students consistently misuse technology.</div> <div>2. Students exhibit a lack of conflict resolution</div> <div>3. There is a lack of home/school collaboration</div>				
SMART Goal Statement: From Fall 2023 to Spring 2025 equity survey, we will see an increase from 58% to 70% on the survey indicator “I feel safe at school.”				
(Evidence-based) Strategy Name: <div>1. Restorative Practices (Students & teachers)</div> <div>2. Student safety-focused parent engagement</div> <div>3. Seal lessons to teach conflict resolution and PBIS expectations</div> <div>4. Teacher professional development to teach de-escalation.</div> Tier of Evidence:		Description: <div>1. August Professional Development and refresher training throughout the year.</div> <div>2. Periodic meetings throughout the year. Topics will include appropriate technology usage, Restorative Practices, substance abuse and any other topic from the survey students stated made them feel unsafe.</div> <div>3. Seal lessons to teach conflict resolution and PBIS expectations</div> <div>4. Collaborate with the Office of Student Services and Equity for training</div>		
Student Measure #1: After each administration of the quarterly student safety survey, more students will indicate they feel safe at school. Spring ‘24		Student Measure #2: 100% of students will indicate that they have participated in a community building circle/activity on the quarterly school safety survey.		
Staff Measure #1: Using the SEAL walkthrough checklist, 75% of staff will successfully implement SEAL lessons in Advisory Class.		Staff Measure #2: By the Spring 2025 equity survey, we will see an increase from 60% to 70% on the survey indicator “Students feel safe at school” responses by the teachers.		
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)
End-of-year safety survey	May 2024	June 2024	Deans of Students	

			School Principal	
Parent training(s)	Ongoing	Ongoing	Dean of students with support Family Liaison School Principal	
Teacher Professional Development -Deescalation -Restorative Practice -Positive classroom management to include MTSS Tier identification	Ongoing	Ongoing	Dean of Students with support School Principal, Central Office Staff	
Quarterly safety survey	August 2024	August 2024-June 2025	Dean of Students School Principal	
Summer Advisory/SEL Curriculum Writing	July 2024	June 2025	Academic Principal Lead Teachers	
Communicate with SWD to build positive relationships and gather resources at the Hammond Welcome Back Carnival	August '24		Deans of Students Academic Principals PBIS Committee School Principal	
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.				
<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.				
<u>Analysis:</u> Address impact and next steps.				
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		
Quarterly survey				