# Patrick Henry

# 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:Patrick Henry K-8 School |
| Principal: Kenard Robinson, M.Ed | Designations (if applicable): TSI |

| Stakeholder/Family Engagement |
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| 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. |

The School Improvement Team (SIT), which consists of administrators, team leaders, instructional coaches, interventionists, and SPED Instructional Specialists, will conduct a needs assessment annually. SIT members will analyze student performance data, attendance records, discipline reports, and curriculum alignment to identify areas of strength and weakness.

The SIT will collaborate to identify evidence-based instructional strategies and interventions. To stay updated with effective practices, they will review educational research, attend workshops, and engage in professional development.

Teachers, administrators, and support staff are responsible for implementing the strategies outlined in the improvement plan. Professional development workshops and learning communities (PLC), coaching sessions, and peer collaboration will support effective implementation.

Administrators and the Instructional Management Team will routinely gather data and track the implementation progress of essential actions and EBIs. This data will undergo analysis, and any necessary adjustments to strategies will be deliberated during weekly coach/administrator meetings, as needed.

| Domain I: Academic Supports | Reading |
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**Barrier(s):**
- **Differentiation** - Teachers have difficulty with understanding best practices for differentiation and implementing them with fidelity
- **Assessment & Data** - Teachers have difficulty with regularly collecting data and using it to drive instruction.
- **Content Knowledge** - Teachers have difficulty with building a strong understanding of content knowledge and determining best instructional practices for teaching the knowledge.
- **Lesson Planning** - Lesson plans are incomplete and/or do not consistently align with the standards.
- **Professional Development** - There is a need for professional development to meet the specific needs of teachers with ongoing feedback and support.
- **Staffing** - Staff on the leadership team (i.e. coach, interventionists) are given additional duties and responsibilities that prevent them from consistently providing support and feedback to teachers in need.
- **Accountability** - Increase a sense of accountability from teachers to take ownership of their roles and impact when delivering Tier 1 instruction.

**SMART Goal Statement**:
By June 2023 - 2025, PH teachers will improve Tier 1 instruction using data analysis of common assessments (at least monthly) as measured by 10% increase in overall proficiency on MAP.

| (Evidence-based) Strategy Name: (Evidence-Based) | Description: |
|---|---|
| **Strategy Name:**<br>Provide intensive, systematic instruction on up to three foundational reading skills, specifically: activating prior knowledge/predicting, questioning, and visualization in small groups to students who score below the benchmark score on universal screening.<br><br>Source: https://ies.ed.gov/ncee/wwc/PracticeGuide/3 https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/readingcomp_pg_092810.pdf<br>Tier of Evidence: Tier 3<br><br>Ignite Reading- Grades 4-5<br>Tier of Evidence: Tier 3<br>Intervention wil be provided daily for 15-20 minutes. | **Strategy Description:**<br>We will use the strategies of Activating Prior Knowledge/Predicting, Questioning, & Visualization to provide more equitable tier 1 instruction across the school. The following descriptions are pulled from the Practice Guide.<br><br>Activating Prior Knowledge/Predicting: "Students think about what they already know and use that knowledge in conjunction with other clues to construct meaning from what they read or to hypothesize what will happen next in the text. It is assumed that students will continue to read to see if their predictions are correct."<br>Questioning: "Students develop and attempt to answer questions about the important ideas in the text while reading, using words such as where or why to develop their questions."<br>Visualizing: "Students develop a mental image of what is described in the text."<br><br>**Strategy Description:** This program provides evidence-based practices that align with SOL standards that can help students work on areas of growth to meet their needs |

Informal Decoding Inventory- Grades 4-5
Tier of Evidence: Tier 3
Intervention will be provided daily for 15-20 minutes

Read 180- Grades 6-8
https://ies.ed.gov/ncee/WWC/InterventionReport/665
Tier of Evidence: Tier 3

| **Student Measure #1:**<br>Common *formative* assessments tracked by *students using personal data sheets* after each formative assessment | **Student Measure #2:**<br>Common *summative* assessments tracked by *students using personal data sheets* after each formative assessment |
| --- | --- |
| **Staff Measure #1:**<br>*Lesson plans* created with active input from different stakeholders (i.e. teachers, coach/interventionist, SPED/EL teacher, administrator) using data | **Staff Measure #2:**<br>Teachers will track student progress by entering *summative assessments data into the spreadsheet* at the completion of each unit, tracking progress or regression |

## Action Plan

| Action Steps<br>(Describe the step and include who will implement and how often it will be implemented) | Start of Action Step | End of Action Step | Staff responsible | Budget (local, state, federal funds) |
| --- | --- | --- | --- | --- |
| Conduct school-wide and/or grade-level professional development on Tier 1 science of reading strategies identified through the evidence-based intervention (beginning + mid-year) | August 2024 | January 2025 | Coaches/Specialists/ Administrative Team | Title I - Accountability Specialist/academic specialist/school improvement and Literacy Coach (MS) $366,662.00 |
| Through PLCs, teacher will conduct PDSA Cycles on the effectiveness of Tier 1 science of reading strategies identified through the evidence-based intervention | September 2024 | June 2025 | Coaches/Specialists/ Administrative Team, Title I academic specialist - Accountability | |

| | | | Specialist and Literacy Coach (MS) | |
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| Students will utilize their personal data sheets after each formative assessment to self-monitor their progress | September 2024 | June 2025 | Coaches/Specialists/ Administrative Team, Title I academic specialist - Accountability Specialist and Literacy Coach (MS) | |
| Collaborative planning among teachers,reading coach, and grade-level administrator to create and modify lesson plans based on data | September 2024 | June 2025 | Coaches/Specialists/ Administrative Team, Title I academic specialist - Accountability Specialist and Literacy Coach (MS) | Title I - Accountability Specialist and Literacy Coach (MS) |
| Teachers will promote reading through cross-curricular learning experiences and experiential learning trips to:<br>● Jamestown<br> ○ VS.3 The student will demonstrate an understanding of the first permanent English settlement in America by<br> ○ a) explaining the reasons for English colonization;<br> ○ b) describing the economic and geographic influences on | September 2024 | June 2025 | Coaches/Specialists/ Administrative Team | Title 1 Budget: $13,200 for experiential learning Friendship Firehouse Museum and Jamestown (admission and buses) |

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| the decision to settle at Jamestown; <br>    ○ c) describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement; <br>    ○ d) identifying the importance of the General Assembly (1619) as the first representative legislative body in English America; <br>    ○ e) identifying the impact of the arrival of Africans and English women to the Jamestown settlement; <br>    ○ f) describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival; and <br>    ○ g) describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers <br><br> ● Friendship Firehouse Museum <br>    ○ Literacy-Character and Community SOL 3.5 c,d,and e |  |  |  |  |
| Teachers will administer the WALPOLE's Differentiated | September 2024 | June 2025 | Teaching and intervention staff, |  |

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| Instruction Progress Monitoring Assessments for Grades K-5 and summative assessments (monthly) for Grades 6-8. | | | Middle School Literacy Coach | |
| Teachers will ensure students have access to additional practice in reading strategies using on-line resources such as RAZ kids, Reading A to Z, Common Lit, Newsela, etc. including cords, headsets, storage items to use these materials | September 2024 | June 2025 | Teaching and intervention staff | Title I: $26,000.00 |
| Teachers will use additional leveled readers, instructional games, classroom magazines, and other reading manipulatives to support students understanding, as well as chart paper, etc. | | | | Title I $33,346.51 |

| **Local Education Agency (LEA) Support:** Describe how the LEA will support in implementing, monitoring, and evaluating this strategy. |
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| 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 of Progress (update monthly)** | **Analysis of Progress (update monthly)** |
|---|---|
| Reflective surveys from professional development sessions | |
| Recording sheets from PDSA cycles | |

| Domain I: Academic Supports | Content Area: Math |
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**Barrier(s):**
- **Differentiation** - Teachers have difficulty with understanding best practices for differentiation and implementing them with fidelity
- **Assessment & Data** - Teachers have difficulty with regularly collecting data and using it to drive instruction.
- **Content Knowledge** - Teachers have difficulty with building a strong understanding of content knowledge and determining best instructional practices for teaching the knowledge.
- **Lesson Planning** - Lesson plans are incomplete and/or do not consistently align with the standards.
- **Professional Development** - There is a need for professional development to meet the specific needs of teachers with ongoing feedback and support.
- **Staffing** - Staff on the leadership team (i.e. coach, interventionists) are given additional duties and responsibilities that prevent them from consistently providing support and feedback to teachers in need.
- **Accountability** - Increase a sense of accountability from teachers to take ownership of their roles and impact when delivering Tier 1 instruction.

**SMART Goal Statement:**
By June 2023-2025, PH teachers will improve Tier 1 instruction with data analysis of common assessments (at least monthly) as measured by 10% increase in overall proficiency on MAP.

| (Evidence-based) Strategy Name: (Evidence-Based) Strategy Name: [Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades](#) <br>**Tier of Evidence:** Tier 1 <br><br>**(Evidence-Based) Strategy Name:** [Improving Mathematical Problem Solving in Grades 4 Through 8](#) <br>**Tier of Evidence:** Tier 1 <br><br>**(Evidence-Based) Strategy Name (Grades 6-8):** Math 180 Program <br>**Tier of Evidence:** Tier 3 | **Description:** <br>**Strategy Description:** This practice guide provides evidence-based practices that can help teachers tailor their instructional approaches and/or their mathematics intervention programs to meet the needs of their students (systematic instruction, mathematical language, representations, number lines, word problems, and timed activities). <br><br>**Strategy Description:** This program provides evidence-based practices that align with SOL standards that can help students work on areas of growth to meet their needs |
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| **Student Measure #1:** <br>Common *formative* assessments tracked by *students using personal data sheets* after each formative assessment | **Student Measure #2:** <br>Common *summative* assessments tracked by *students using personal data sheets* after each formative assessment |

| Staff Measure #1: | Staff Measure #2: |
|---|---|
| *Lesson plans* created with active input from different stakeholders (i.e. teachers, coach/interventionist, SPED/EL teacher, administrator) using data | Teachers will track student progress by entering *summative assessments data into the spreadsheet* at the completion of each unit, tracking progress or regression |

| Action Plan | | | | |
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| **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)** |
| Through PLCs, teacher will conduct PDSA Cycles on the effectiveness of Tier 1 mathematical strategies identified through the evidence-based intervention | September 2024 | June 2025 | Math Coach, Grade-Level Administrator Academic Interventionist-Student Improvement-Title I, Accountability Specialist-Special Education | |
| Students will utilize their personal data sheets after each formative assessment to self-monitor their progress | September 2024 | June 2025 | Teachers, Math Coach, Grade-Level Administrator Academic Interventionist-Student Improvement-Title I, Accountability Specialist-Special Education, | |
| Collaborative planning among teachers, math coach, and grade-level administrator to create and modify lesson plans based on data | September 2024 | June 2025 | Teachers, Math Coach, Grade-Level Administrator | |

| Teachers will administer SOL Quick Checks for Grades 3-8 and summative assessments (monthly) for Grades K-2 | September 2024 | June 2025 | Teachers, Math Coach, Grade-Level Administrator, Academic Interventionist-Student Improvement-Title I, Accountability Specialist-Special Education | |
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| Math instructional manipulatives and other supplies to increase student proficiency in math concepts | September 2024 | June 2025 | Teachers, Math Coach, Grade-Level Administrator | Title I: $33401.22 for math supplies |

| Local Education Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy. |
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| 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 of Progress (update monthly) | Analysis of Progress (update monthly) |
| --- | --- |
| Reflective surveys from professional development sessions | |
| Recording sheets from PDSA cycles | |
| Personal data sheets from students | |
| Lesson plans | |
| Data from SOL Quick Check spreadsheet | |

| Domain I: Academic Supports | Science |
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**Barrier(s):**
- **Differentiation** - Teachers have difficulty with understanding best practices for differentiation and implementing them with fidelity.
- **Assessment & Data** - Science SOL proficiency rates have decreased significantly over the past few years. Teachers have difficulty with regularly collecting data and using it to drive instruction.
- **Content Knowledge** - Teachers have difficulty with building a strong understanding of content knowledge and determining best instructional practices for teaching the knowledge.
- **Lesson Planning** - Lesson plans are incomplete and/or do not consistently align with the standards.
- **Professional Development** - There is a need for professional development to meet the specific needs of teachers with ongoing feedback and support.

**SMART Goal Statement**:
By June 2025, we will increase the proficiency rate in science by 10% among 5th and 8th grade students, as measured by the Standards of Learning assessment, utilizing experiential learning approaches to enhance student engagement and comprehension.

| (Evidence-based) Strategy Name: (Evidence-Based) Strategy Name: Project-Based Learning **Tier of Evidence: Tier 1** | **Description:** **Strategy Description:** Project-Based Learning allows students to work collaboratively on real-world projects that require them to apply scientific knowledge and skills to solve authentic problems. PBL fosters student engagement, teamwork, and the development of 21st century skills such as communication and creativity. |
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| **Student Measure #1:** Common *formative* assessments tracked by *students using personal data sheets* after each formative assessment | **Student Measure #2:** Division-level benchmark assessments tracked by *students using personal data sheets* after each benchmark assessment. |
| **Staff Measure #1:** *Lesson plans* created with active input from different stakeholders (i.e. teachers, coach/interventionist, SPED/EL teacher, administrator) incorporating Project Based Learning. | **Staff Measure #2:** Teachers will track student progress by entering *summative assessments data into the spreadsheet* at the completion of each unit, tracking progress or regression |

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| **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** | | |
| Conduct school-wide and/or grade-level professional development on Tier 1 Science standards of learning and Project Based Learning (PBL). | August 2024 | January 2025 | Coach/Admin Team | |
| Collaborative planning among teachers,secondary science Instructional Specialist, and grade-level administrator to create and modify lesson plans based on data | September 2024 | June 2025 | Coach/Admin Team | |
| Students will utilize their personal data sheets after each formative and summative assessment to self-monitor their progress | September 2024 | June 2025 | Coach/Admin Team | |
| Grade Level Teams will collaborate on the implementation of one Project Based Learning activity per quarter | September 2024 | June 2025 | Coach/Admin Team | |
| Grade Level teams will provide experiential learning opportunities through field trips to the following locations: <br>● Smithsonian National Museum of Natural History <br>● Alexandria Archaeology Museum <br>● National Children's Museum of DC <br>   ○ 5.4 B. The student will investigate and understand that electricity is transmitted and used in daily life. Key ideas include electricity flows through closed circuits. <br>● Jerome "Buddie" Ford Nature Center | September 2024 | June 2025 | Coach/Admin Team | National Children's Museum of DC ($150-workshop fee) |

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| • Smithsonian National Zoo<br>• Building Momentum - Eisenhower Ave<br>• Cox Farms<br>• Chesapeake Bay Foundation | | | |

| **Local Education Agency (LEA) Support:**<br>Describe how the LEA will support in implementing, monitoring, and evaluating this strategy. |
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| **Evidence of Progress (update monthly)** | **Analysis of Progress (update monthly)** |
|---|---|
| Reflective surveys from professional development sessions | |
| Student reflections from grade-level Field Trips | |
| Personal data sheets from students | |
| Lesson plans | |
| Data from grade-level data sheet | |
| Project Based Learning rubric | |

| | **Domain II: Staffing Supports** |
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| | **Barrier(s):**<br>Teachers do not feel supported due to:<br>Insufficient/relevant professional learning opportunities and resources for teacher growth<br>Lack of communication to staff regarding school priorities and school improvement plan<br>Lack of follow up from administration on the implementation of professional learning |

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| | **SMART Goal Statement**:<br>By June 2025, Patrick Henry administration will increase staff knowledge of school priorities and the school improvement plan through continuous professional learning opportunities (i.e. coaching cycles), resulting in a decrease in teacher turnover rate from 33% during the 2023-24 school year to 23% by the end of the 2024-25 school year. | |
| | **(Evidence-based) Strategy Name:**<br>1. Professional learning that focuses on data collection and analysis.<br>2. Professional learning focused on specific curriculum content and pedagogies needed to teach that content effectively to increase teacher capacity.<br>3. Communication plan<br>4. Instructional Feedback Tool<br>**Tier of Evidence:** Choose an Item | **Description:**<br>1. Educate teachers on how to collect and analyze data on classroom, district-wide and statewide assessments in order to drive instruction<br>2. Educate teachers on best instructional practices (i.e. GROR, explicit instruction, EL/SPED co-teaching) to incorporate into their lesson plans for upcoming units and specific content<br>3. Develop a plan that exhibits appropriate communication for different levels of engagement (i.e. newsletter, monthly meetings) to be distributed in a timely manner<br>4. Create a tool that can be used by the building leadership team (i.e. admin, instructional coaches, central office specialists) to be completed during classroom observations and after professional learning to ensure implementation of professional learning content |
| | **Student Measure #1:**<br>Each quarter, the number of students impacted through coaching cycles will be documented through a student survey. | **Student Measure #2:**<br>80% of Students in the classes of coached teachers will meet their projected growth from the data points of the teacher's PLP at the mid-year and end of year. |

| | Staff Measure #1:<br>On a quarterly basis, Coach/Admin Team will collect data from a school-developed staff survey to gauge needs and monitor implementation of professional learning needs for teacher growth. | Staff Measure #2:<br>Reduce the percentage of staff that identifies as not feeling supported through professional learning on the Virginia School Climate Survey by 5%. |
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| **Action Plan** | | | | | |
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| | **Action Steps**<br>**(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)** |
| | Share school priorities and school improvement plan highlights with staff through various communication (i.e. newsletter, monthly meetings, rolling smartboard) | August 2024 | June 2025 | Administrative Leadership Team/ Coaches, Academic Interventionist-Student Improvement-Title I, Accountability Specialist-Special Education | Title I - $1,000 (rolling smartboard) |
| | Develop and Distribute a professional learning needs survey (i.e. Google form) for staff to submit to determine needs and topic of upcoming professional development session (Including a separate survey specifically | September 2024 | June 2025 | Administrative Leadership Team/ Coaches, Academic | $0 |

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| | focused on SPED department learning needs) | | | Interventionist-Student Improvement-Title I, Accountability Specialist-Special Education | |
| | Conduct classroom observations and walkthroughs after a professional learning session within 2 weeks of completion using the professional learning feedback tool | September 2024 | June 2025 | Administrative Leadership Team/ Coaches/ Content Specialists from Central Office | $0 |
| | Identify staff who have inconsistent attendance (a minimum of more than 1) at monthly school meetings and/or professional learnings | October 2024 | June 2025 | Administrative Team | $0 |
| | Development of Professional Learning Feedback Tool | August 2024 | June 2025 | Administrative/ Leadership Team | |
| | Identify staff who have not implemented skills from professional learning based on the professional learning feedback tool results | October 2024 | June 2025 | Administrative Leadership Team/ Coaches | $0 |
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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. | | |
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| | **Evidence of Progress (update monthly)** | **Analysis of Progress (update monthly)** |
| | Documentation of staff attendance at monthly | |

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| | meetings | |
| | Provide specific support to teachers based on the PL (professional learning) feedback tool, with a priority on areas of need and improvement for fidelity of implementation | |
| | Create spreadsheet of professional learning survey results to show trends in staff needs | |
| | Compare student data prior to professional learning and after professional learning to determine if relevant professional learning impacted student growth | |
| | Create folder of student learning artifacts that demonstrate fidelity of implementation and student growth | |
| | Correlate data between staff success (i.e. teacher growth) and student success (i.e. increase of achievement on academic assessments, attendance) | |

| Domain II: Staffing Supports | |
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| **Barrier(s):** <br> • | |
| **SMART Goal Statement**: | |
| **(Evidence-based) Strategy Name:** <br><br> **Tier of Evidence:** | **Description:** |

| Student Measure #1: | Student Measure #2: |
|---|---|
| **Staff Measure #1:** | **Staff Measure #2:** |

| Action Plan | | | |
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| **Action Steps** <br> **(Describe the step and include who will implement and how often it will be implemented)** | **End of Action Step** | **Position Responsible for Monitoring** | **Budget (local, state, federal funds)** |
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| **Evidence:** Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <br> **Analysis:** Address impact and next steps. | |
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| **Evidence of Progress (update monthly)** | **Analysis of Progress (update monthly)** |
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## Domain IV: School Climate Supports

**Barrier(s):**
- **Chronic absenteeism continues to be an issue, especially for students with disabilities and English language learners**
- **Teachers and staff lack adequate understanding of students' cultural backgrounds and learning needs**

**SMART Goal Statement**: By June 2023-2025, a robust plan will be developed to strengthen the connection between home and school for all students as measured by the reduction of chronic absenteeism in Power BI.

| (Evidence-based) Strategy Name: Promoting Cultural Responsivity and Student Engagement through Double Check Coaching of Classroom Teachers: An Efficacy Study<br>https://ies.ed.gov/ncee/WWC/Study/89495<br>**Tier of Evidence:**<br>Tier 3 | **Strategy Description:**<br>Double Check Intervention that includes 3 components:<br>1. School-wide PBIS<br>2. PD on culturally responsive practices<br>3. For intervention teachers only - Individual coaching within the classroom using an adapted version of the Classroom Check-up (CCU); support and training in effective classroom management https://classroomcheckup.org/<br>Coaching of **identified teachers** includes 5 steps:<br>1. Rapport building<br>2. Data collection<br>3. Feedback from coach<br>4. Collaborative goal setting<br>5. Implementation with progress monitoring |
| **Student Measure #1:**<br>Students would increase the number of PBIS bucks earned through an increase in engagement, cultural sensitivity and positive behaviors in class. | **Student Measure #2:**<br>Student attendance will increase by 2% each quarter. |

| Staff Measure #1: | Staff Measure #2: |
|---|---|
| Increase the number of classroom observations by 25% to increase student engagement within the classroom through the use of Classroom Observation Forms (Based on behavior management) | By June 2025, Reduce student behavior referrals by 25%, as compared to end of year referral data from the 2023-24 school year. |

| Action Plan | | | | |
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| **Action Steps** <br> **(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)** |
| Implement a year-long attendance/instructional campaign for families and students (Open houses, Back-to-School Night events, phone calls, letters, newsletters and messages via ParentSquare, monthly new family information sessions, academic nights, Title I meeting, etc.) Promote attendance through the monthly Coffees. | 08/19/2024 | 06/12/2025 | Parent Liaison Attendance Liaison School Social Worker, school staff | Title I - $9,300 for refreshments and instructional supplies for parent nights |
| Promote collaboration between SPED teachers and general education teachers on a weekly basis | 08/19/2024 | 06/12/2025 | Administrative Team | |
| One dedicated internal staff member who only focuses on MTSS (schedules weekly meetings, provides accountability for individual teachers) | 08/19/2024 | 06/12/2025 | Administrative Team | |
| Create a parent buddy system to support students' daily attendance. | 08/19/2024 | 06/12/2025 | Administrative Team | |
| Create a culture of trust through participation and discussion in a staff book study | 08/19/2024 | 06/12/2025 | Administrative Team Academic Coaches | |
| Revise school-wide behavior system (PBIS) to reflect best practices for implementing culturally sensitive strategies and inclusive classroom | 08/19/2024 | 06/12/2025 | School Support Team | |

| environments (K-8). | | | | |
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| **Local Education Agency (LEA) Support:** <br> Describe how the LEA will support in implementing, monitoring, and evaluating this strategy. | |
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| 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. | |
| Provide updated attendance data within PowerBI | |
| Quarterly Survey of teachers to determine the implementation of revised behavior system and to receive feedback. | |
| Staff Book Study Sign-in Sheet | |
| Agendas from weekly gen Ed/Sped teacher collaboration meetings | |