# 2024 – 2025 Comprehensive School Support Plan

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| **Profile Information** | | | |
| **Division: Norfolk Public Schools** | | **School: Ocean View Elementary** | |
| **Principal: Mrs. Jen Murphey** | | **Federal Designations:** **No Federal Designations** | |
| **Stakeholder/Family & Community Engagement** | | | |
| ***List all stakeholder/Family Community Partners involved and their specific roles.*** | | | |
| **Resource Partners** | **Service Partners** | | **Strategic Partners** |
| **OV Church**  **Coaster Coffee**  **Foodbank of Virginia** | **U.S. Navy Volunteers**  **East Beach Buddies (reading and math)** | | **Early Literacy Tutors**  **Science Tutor**  **University Instructors** |
| ***Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.*** | | | |
| ***Our strategic partners are “boots on the ground” staff that work with students each day in small group targeted instruction based on current data. They work from a well defined intervention schedule created by building specialists that is built around all student pull out needs.*** | | | |
| ***Our resource partners are essential with community involvement and sustainability. They work with our Family Engagement Specialist to create opportunities for parents supporting their students’ learning, assist parents in need, and support school-wide events.***  ***Our service partners provide learning support in the form of volunteer opportunities. Specifically East Beach Buddies is a long-time partnership where retired adults are paired up with students and work with both reading and math to extend learning every Wednesday. Our Navy Volunteers assist as needed with projects around the school, school events, and chaperoning fieldtrips.*** | | | |

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| **Domain I: Academic** | | | | **Content Area: English/Math/Science** | |
| **Barrier(s):**   * K-1 students show weakness with encoding/writing using taught phonetic patterns, high frequency heart word knowledge * 3-5 students are not reading on grade level and have difficulty with complex text, encoding multi-syllabic words * Grade 5 students need explicit writing process lessons taught consistently and across content areas * ELLs population is growing and the number of newcomer/Level 1 students is high * K show weakness in number sense and flexibility; Gr 1-2 show weakness in facts (+/-) automaticity; Gr 3-5 show weakness in facts (x/÷) automaticity | | | | | |
| **SMART Goal Statement:**  School Level Goal #1: By May of 2025, the percentage of students scoring pass advanced on the Reading SOL Test will increase by 4% (9 students) and the percentage of students scoring pass proficient will increase by 7%. (15 students)  (Baseline data: Grades 3-5: 9 PA (11.25pts)/135 PP (135 pts)  School Level Goal #2: By May of 2025, the percentage of students scoring pass advanced of the Math SOL Test will increase by 5% (12 students) and the percentage of students scoring pass proficient will increase by 9%. (21 students)  (Baseline data: Grades 3-5: 11 PA (13.75pts) and 129 PP (129pts)  School Level Goal #3: By May of 2025, the percentage of students scoring pass advanced of the Science SOL Test will increase by 2% (5 students) and the percentage of students scoring pass proficient will increase by 20%. (16 students)  (Baseline data: Grade 5: 4 PA (5 pts) and 28 PP (28pts)  School Level Goal #4: By March 2025 all English Language Learners will show growth on the Access for ELLs assessment. Students in Grades 1-2 (8 students) who scored 1.0 – 2.4 will increase by at least 1.0 points, students in grades 1-2 (4 students) who scored 2.5 – 3.4 will increase 0.4 points, and students in grades 1-2 (1 student) who scored 3.5 – 4.4 will increase 0.2 points from their Spring 2024 to their Spring 2025 Access for ELLs assessment. Students in Grades 3-5 (9 students) who scored 1.0 – 2.4 will increase by at least 0.7 points, students in grades 3-5 (5 students) who scored 2.5 – 3.4 will increase 0.4 points, and students in grades 3-5 (12 student) who scored 3.5 – 4.4 will increase 0.2 points from their Spring 2024 to their Spring 2025 Access for ELLs assessment.  (Baseline data : 18 showed progress, 13 did not show progress) | | | | | |
| **(Evidence-based) Strategy Name:**  **READING:**  **K-3:** [**Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade**](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/wwc_foundationalreading_040717.pdf)  ***EBI#1:*** Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1- Strong)  **Gr K-2: Code-based phonics to promote orthographic mapping daily**  **Gr K-5: Explicit phonics and writing instruction daily;**  [**Providing Reading Interventions for Students in Grades 4-9**](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC-practice-guide-reading-intervention-full-text.pdf)  ***EBI#1:*** Build students' decoding skills so they can read complex multisyllabic words. (Tier 1- Strong)  ***EBI#2:*** Routinely use a set of comprehension-building practices to help students make sense of the text. (Tier 1- Strong)  **MATH:**  **Gr K: Decomposing and composing numbers fluently**  **Gr 1: Addition and subtraction fluency within 10**  **Gr 2: Addition and subtraction fluency within 10**  **Gr 3-5: Multiplication and division fluency**  **Gr K-5: CRA**  [**Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades**](https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/WWC2021006-Math-PG.pdf)  ***EBI#1:*** Provide systematic instruction during the intervention to develop student understanding of mathematical ideas. (Tier 1- Strong)  **Tier of Evidence: Strong** | | | **Description:**  **READING:**  ***EBI#1*** Once students know a few consonants and vowels, they can begin to apply their letter–sound knowledge to decode and read words in isolation or in connected text. Students also need to learn how to break down and read complex words by segmenting the words into pronounceable word parts. To do this, students must understand morphology, or the knowledge of the meaningful word parts in the language. Learning to recognize letter patterns and word parts, and understanding that sounds relate to letters in predictable and unpredictable ways, will help students decode and read increasingly complex words. It will also help them to read with greater fluency, accuracy, and comprehension.  ***EBI#1*** Identify the level of students’ word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. Teach students a routine they can use to decode multisyllabic words. Embed spelling instruction in the lesson. Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.  ***EBI#2*** Part 3A. Build students’ world and word knowledge so they can make sense of the text  Part 3B. Consistently provide students with opportunities to ask and answer questions to better understand the text they read  Part 3C.  Teach students a routine for determining the gist of a short section of text  Part 3D  Teach students to monitor their comprehension as they read.  **MATH:**  ***EBI#1* Fact Fluency -** Practice provides the foundation allowing students the ability to achieve mathematically accurate and systematic use of basic skills at a reasonably quick pace – freeing up working memory to solve complex problems in later grades. The development of computational fluency relies on quick access to number facts. The patterns and relationships that exist in the facts can be used to learn and retain the facts. By studying patterns and relationships, students build a foundation for fluency with addition, subtraction, multiplication and division facts. As suggested by the VDOE, the intentional use of timed exercises, such as flashcards and/or supplemental handouts aligned to the rigor of the standard that require students to generate many correct responses in a short amount of time are highly encouraged.  **Fact Fluency 2 -** Students will practice fact fluency strategies to increase automaticity. Students will focus on patterns and relationships within numbers, skip counting, doubles, and decomposing numbers as well as flashcards and timed exercises to help generate many correct responses in a short amount of time.  **CRA -** Deliver engaging instruction of math content using the CRA method. Students will begin with hands on exploration of new content using concrete manipulatives to build a solid foundation of mathematical understanding. They will then move into creating semi-abstract  representations until they are finally able to apply what they have learned to abstract math concepts. | | |
| **Student Measure #1:** By May 2025, the number of students in K-5 will show growth as measured by the STAR Reading Assessment, VALLSS, and District Unit Assessments.  My mid-year, 75% students in grades 3-5 will increase their scaled score on the STAR Reading Assessment by at least 25 points. 25% of these students will show growth.  Baseline Data:  At/Above - 46%  On Watch – 14%  Intervention – 19%  Urgent Intervention – 21% | | | **Student Measure #2:** By May 2025, the number of students in K-5 will show growth as measured by the STAR Math Assessment and District Unit Assessments.  My mid-year, 75% students in grades 3-5 will increase their scaled score on the STAR Reading Assessment by at least 25 points. 25% of these students will show growth.  Baseline Data:  At/Above - 44%  On Watch – 15%  Intervention – 23%  Urgent Intervention – 19% | | |
| **Staff Measure #1:** By May 2025, 100% of K-5 reading and special education teachers will participate in professional development sessions focused on effective questioning techniques, summarizing strategies, and comprehension monitoring and will implement strategies as evidenced by walkthrough observations and student work samples with feedback provided through formal observation tools. | | | **Staff Measure #2:** By May 2025, 100% of the K-5 math and special education teachers will demonstrate application of vocabulary and C-R-A strategies as noted on the lesson plans and feedback given on the walkthrough and formal observation tools. | | |
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| **Action Steps**  **(Describe the step and include who will implement and how often it will be implemented)**  **\*At least one Action Step must be created for family engagement\*** | | **Start of Action Step** | **End of Action Step** | **Position Responsible for Monitoring** | **Budget (local, state, federal funds)**  ***\*Title I schools must add Title I Application measurable objectives\**** |
| Schedule specific and intentional coaching with feedback, formal and informal observations/walkthroughs, and professional development opportunities with all grade K-5 teachers who teach math and reading.  Create and implement an alternative schedule to provide consistent opportunities for cross-curricular remediation/enrichment for ALL students.  Integrate effective inquiry-based and hands-on labs and activities such as data displays, analysis/interpretation, and field experiences at least once per month that are aligned with the most updated written curriculum.  Host Literacy Night for families to engage in literacy strategies that can be transferred to home, facilitated by Family Engagement Specialist.  Host Science/Math Night for families to engage in Science and Math learning activities with their students, facilitated by school Family Engagement Specialist  Put Part-Time Math Tutor in place to offer remediation/intervention in grades 4-5 | | September 2024  September 2024  January 2025  February 2025  January 2025 | May 2025  May 2025  January 2025  February 2025  May 2025 | Administration, District Teacher Specialist  Administration, Title I Teacher, 3rd-5th Grade Math/Reading Teachers, District Teacher Specialists  Science Tutor  Administration, Reading Specialist, Title 1 Teacher, Classroom Teachers K-5  Administration, Math Specialist, Science Tutor, Classroom Teachers K-5  Admin, Math Specialist | Title 1 MO4 and SIG Funds – engage students in field studies trips to monitor oyster restoration project, Virginia Zoo to learn about interdependent relationships, Virginia Living Museum to learn about ecosystems and weather.  MO4  MO4  SIG Funds |
| **Division Support: Describe how the Division will support in implementing, monitoring, and evaluating the school’s strategies & action steps** | | | | | |
| District Science Teacher Specialist will provide planning and instructional delivery support to all 3rd, 4th, and 5th grade teachers who teach science. | | | | | |
| **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** | | |
| ***Month*** | ***Linked Artifact/Data*** | |
| August | Organize the building, grades level, and classes to teach the NPS–approved curriculum; Provide Professional Development during PreService | | Revisiting the Master Schedule as needed | | |
| September | Virginia Language & Literacy Screening System (VALLSS) benchmark data (highlight special education students). Monitor and assess student baseline in Reading and Math. Determine student baseline abilities in Reading and Math in Grades 2-5. Determine baseline for 3rd – 5th Grades on the SOL Growth Assessment in Reading & Math.  Provide real time coaching and opportunities for peer observations to new and associate teachers/Formal and informal observations and walkthroughs | | Teachers and school and division leaders will analyze Virginia Language & Literacy Screening System (VALLSS) benchmark data (highlight special education students) in grade level data and CORE ILT meetings to determine next steps for PLC-professional development and planning.  Fall Grade 2-5 STAR assessments, and data review in Grades 2-5.  VKRP in Kdg.  Fall Growth Assessments in Reading & Math | | |
| October | Virginia Language & Literacy Screening System (VALLSS) benchmark data (highlight special education students).  Determine baseline literacy data for K students.  Provide real time coaching and opportunities for peer observations to new and associate teachers /Formal and informal observations and walkthroughs | | Teachers and school and division leaders will analyze Virginia Language & Literacy Screening System (VALLSS) benchmark data (highlight special education students) in grade level data and CORE ILT meetings to determine next steps for PLC-professional development and planning.  Assess K students with K VALLSS Language and Literacy Screener, and review data. | | |
| November | Assess student readiness in Science for 4th & 5th Grades  Provide real time coaching and opportunities for peer observations to new and associate teachers/Formal and informal observations and walkthroughs | | Science Unit Assessments performance; review in CORE ILT meetings | | |
| December | Provide real time coaching and opportunities for peer observations to new and associate teachers/Formal and informal observations and walkthroughs | | Teachers and school and division leaders will analyze benchmark data (highlight special education students) in grade level data and CORE ILT meetings to determine next steps for PLC-professional development and planning. | | |
| January | Put Math Tutor in place 4 days a week for 6.5 hours a day to offer additional support in grades 3-5 on current skill | |  | | |
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| **Domain II: Staffing Supports** | | | | | |
| **Barrier(s):**   * **Vacancies in self-contained classrooms (paraprofessionals) due to pay and lack of training prior to entering the high needs of the classroom** * **Associate Teacher placement (staff vacancies filled with associate teacher candidates who do not have experience with children/teaching)** * **Self-contained teachers need training on how to utilize paraprofessionals most effectively to support student needs** | | | | | |
| **SMART Goal Statement**: By May 2025, reduce overall teacher vacancy rates across all grades (Grades K-5) to less than 5% by implementing targeted recruitment strategies, improving retention programs, and enhancing support for new and existing teachers. | | | | | |
| **(Evidence-based) Strategy Name: A comprehensive model of teacher induction: Implementation and impact on teachers and students.**  **Tier of Evidence: Promising** | | | **Description:** The New Teacher Center (NTC) used this validation grant to implement teacher induction strategies, which aim to provide novice teachers with support as they first transition to the classroom. Through the grant, NTC formalized four key components of its comprehensive induction model: (1) build the capacity of districts and school leaders to support the mentoring program, (2) select and assign full-time release mentors to caseloads of no more than 15 teachers each, (3) provide mentors more than 100 hours of intensive training through institutes and in-field support from lead coaches, and (4) provide regular, high-quality mentoring to first- and second-year teachers using a system of NTC-developed online formative assessment tools. The NTC mentors supported first- and second-year teachers in multiple schools at a ratio of 15 beginning teachers to 1 mentor. New teachers received 2 years of coaching, meeting with their assigned mentors weekly for a minimum of 180 minutes per month. Mentors and teachers worked through a system of NTC-developed online formative assessments, including tools to guide observation cycles and to develop teachers’ skills in planning lessons and analyzing student work. | | |
| **Student Measure #1:** Student feedback surveys on learning experiences with retained, well-supported teachers. | | | **Student Measure #2:** Positive student outcomes related to having highly supported and developedteachers and associate teachers. | | |
| **Staff Measure #1:** Retention rates of newly hired teachers. | | | **Staff Measure #2:** Results from teacher surveys focusing on levels of classroom support provided as well as social/emotional support. | | |
| **Action Plan** | | | | | |
| **Action Steps**  **(Describe the step and include who will implement and how often it will be implemented)**  **\*At least one Action Step must be created for family engagement\*** | | **Start of Action Step** | **End of Action Step** | **Position Responsible for Monitoring** | **Budget (local, state, federal funds)**  ***\*Title I schools must add Title I Application measurable objectives\**** |
| Monthly mentor meetings | | August 2024 | May 2025 | Lead Mentor Teacher |  |
| Teacher Specialist and Building Specialist support | | August 2024 | May 2025 | Admin, Math and Reading Building Specialists, C&I | Title 1 Teacher is funded through Title 1. |
| Observation feedback aligned to Professional Development | | August 2024 | May 2025 | Admin |  |
| Real time coaching | | September 2024 | April 2025 | Admin, NTI |  |
| Provide Professional Development opportunity (ie. ASCD/ISTE Dual Conference) to build capacity in Literacy, Math,SEL, Leadership, Technology integration. | | July 2025 | July 2025 | Admin | Conference funded through SIG identification. |
| Providing monthly family engagement activities to promote teacher and family relationships | | September 2024 | May 2025 | Admin, FES | FES is funded through Title 1. MO4 |
| **Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.** | | | | | |
| The New Teacher Center will provide Coaching PD to administrators quarterly. New Teacher Induction will provide coaching opportunities with feedback to associate teachers and new hires on a monthly basis. | | | | | |
| **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)** | | | **Evidence of Progress (update monthly)** | | |
| ***Month*** | ***Linked Artifact/Data*** | |
| August | Initial Mentor/Mentee Meeting | | Agendas uploaded | | |
| September | Administrative walkthroughs and formal observations with feedback  Monthly mentor/mentee meeting | | Agendas uploaded  TalentEd Observation Feedback as well as Post Observation Conference | | |
| October | Administrative walkthroughs and formal observations with feedback  Monthly mentor/mentee meeting | | Agendas uploaded  TalentEd Observation Feedback as well as Post Observation Conference  Use of eObservation Tool through SURN Academy | | |
| November | Administrative walkthroughs and formal observations with feedback  Monthly mentor/mentee meeting | | Agendas uploaded  TalentEd Observation Feedback as well as Post Observation Conference  Use of eObservation Tool through SURN Academy | | |
| December | Monthly mentor/mentee meeting  Provide real time coaching and opportunities for peer observations to new and associate teachers/Formal and informal observations and walkthroughs | | Agendas uploaded  TalentEd Observation Feedback as well as Post Observation Conference  Use of eObservation Tool through SURN Academy | | |
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| **Domain III: Professional Learning Supports** | | | | |
| **Barrier(s):**   * With to the implementation of the VLA, reading specialists do not have enough time during the instructional day to write SRPs. * With the implementation of the VLA, reading specialists are having to “assemble the plane as they fly it” and need more professional development. * Reading specialists need more time to train and develop teachers on the components of the VLA and SRPs so they can be taught with fidelity. | | | | |
| **SMART Goal Statement**: By May 2025, 100% of reading specialist teachers and early literacy tutors will have the dedicated time and necessary resources to create and implement individualized student reading plans aligned with the Virginia Literacy Act (VLA). This will be achieved by adjusting schedules to allocate two hours per week for planning, providing access to data tools, and offering ongoing collaboration opportunities with teachers and teacher specialists in curriculum and instruction. Progress will be reviewed monthly, and feedback will be gathered to ensure the process is effective in meeting student literacy needs. | | | | |
| **(Evidence-based) Strategy Name: Administrative Observations and Feedback (NPS Coaching Model for Administrators)**  **Tier of Evidence: Strong** | | **Description: During the school year, every teacher is observed either formally or informally. This is done using TalentEd and can be either if the teacher is on summative evaluation or on a walkthrough tool.** | | |
| **Student Measure #1: By December 1, 2024, all 140 students requiring an SRP will have one in place.** | | **Student Measure #2: By November 1, 2024, all SWD who have been identified as requiring an SRP will have an IEP short term goal that matches the goal on their SRP.** | | |
| **Staff Measure #1: By May 2025, all early literacy tutors and the reading specialist will have completed the required SIPPS training and by August 2025, all classroom teachers will have completed the VLA training via UVA Canvas Modules.** | | **Staff Measure #2: By May 2025, all special education teachers will identify students on their case load and ensure their IEP short term goals align with their SRP goals.** | | |
| **Action Plan** | | | | |
| **Action Steps**  **(Describe the step and include who will implement and how often it will be implemented)**  **\*At least one Action Step must be created for family engagement\*** | **Start of Action Step** | **End of Action Step** | **Position Responsible for Monitoring** | **Budget (local, state, federal funds)**  ***\*Title I schools must add Title I Application measurable objectives\**** |
| Administration will continue to conduct formal observations and informal walkthroughs each week throughout the academic year. Feedback will be provided. | August 2024 | May 2025 | Admin |  |
| Family Engagement Specialist and Reading Specialist will offer informational sessions for parents on how to support their students who have SRPs. | November 2024 | March 2025 | Admin, Reading Specialist, FES | FES will provide resources to parents for building reading/phonics success at home MO4 |
| All Special Ed Teachers will receive SIPPS Training | December 2024 | March 2025 | Admin, Reading Specialist |  |
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| **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)** |
| ***Month*** | ***Linked Artifact/Data*** |
| August | Informal Walkthroughs | Informal feedback provided |
| September | Admin provided New Teacher Coaching Model training  Formal Observations and feedback  Admin attending SURN Academy with focus on use of eObsevation Tool |  |
| October | Formal and informal observations/walkthroughs and feedback  Admin attending SURN Academy with focus on use of eObsevation Tool |  |
| November | Formal and informal observations/walkthroughs and feedback  Admin attending SURN Academy with focus on use of eObsevation Tool |  |
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| **Domain IV: School Climate Supports** | | | | |
| **Barrier(s):**   * Some families are not connected, have blocked the school number, or have wrong numbers listed in Synergy. * Same students continue to accrue absences for both excused and unexcused reasons, bring students tardy, and pick the students up early (up to an hour) numerous times a week. | | | | |
| **SMART Goal Statement**: **By the end of the 24-25 school year, we will decrease the rate of Chronic Absenteeism from 22% to 14%.** | | | | |
| **(Evidence-based) Strategy Name: Attendance Incentives**  **Attendance Monitoring and Early Intervention**  **Tier of Evidence: Moderate** | | **Description: Using positive reinforcement by recognizing students for good attendance and improved attendance.**  **Attendance Team meets regularly to target students who show patterns in chronic absenteeism to identify student/family needs.** | | |
| **Student Measure #1: By the end of each month, the attendance rate will decrease by 5% from the month before.** | | **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)**  **\*At least one Action Step must be created for family engagement\*** | **Start of Action Step** | **End of Action Step** | **Position Responsible for Monitoring** | **Budget (local, state, federal funds)**  ***\*Title I schools must add Title I Application measurable objectives\**** |
| Attendance Team meets monthly to discuss students who are chronically absent | September 2024 | May 2025 | Admin, School Counselor, SDS, FES, Attendance Tech |  |
| Classes report daily attendance on S.E.A.S. Chart outside of classroom | August 2024 | May 2025 | Admin |  |
| FES conducts home visits on an as needed basis for families of students who are chronically absent | September 2024 | April 2025 | Admin, School Counselor | FES funded by Title 1 MO4 |
| Admin incentivizes classes with 100% Attendance each week | September 2024 | May 2025 | Admin |  |

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| **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)** |
| ***Month*** | ***Linked Artifact/Data*** |
| August | PreService Week – Reviewed absent student protocols for teachers (school counselor) |  |
| September | Attendance Team meets- identifies chronically absent students  FES does homes visits as needed  Admin recognizes classes with 100% Attendance each week in Parent Newsletter and with incentives | Agendas uploaded  Documented home visits – outcomes  Data is compared to month before, shared with Attendance Team |
| October | Attendance Team meets- identifies chronically absent students  FES does homes visits as needed  Admin recognizes classes with 100% Attendance each week in Parent Newsletter and with incentives | Agendas uploaded  Documented home visits – outcomes  Data is compared to month before, shared with Attendance Team |
| November | Attendance Team meets- identifies chronically absent students  FES does homes visits as needed  Admin recognizes classes with 100% Attendance each week in Parent Newsletter and with incentives | Agendas uploaded  Documented home visits – outcomes  Data is compared to month before, shared with Attendance Team |
| December |  |  |
| January |  |  |
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