

# Virginia's Comprehensive School Support Plan

Virginia's comprehensive school support plan (CSSP) 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 support plan, aligned to the Virginia Support Framework:

- Academic Supports: [Reading](#), [Math](#), [Science](#)
- [Staffing Supports](#)
- [Professional Learning Supports](#)
- School Climate Supports: [Chronic Absences](#), [Discipline](#)

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.

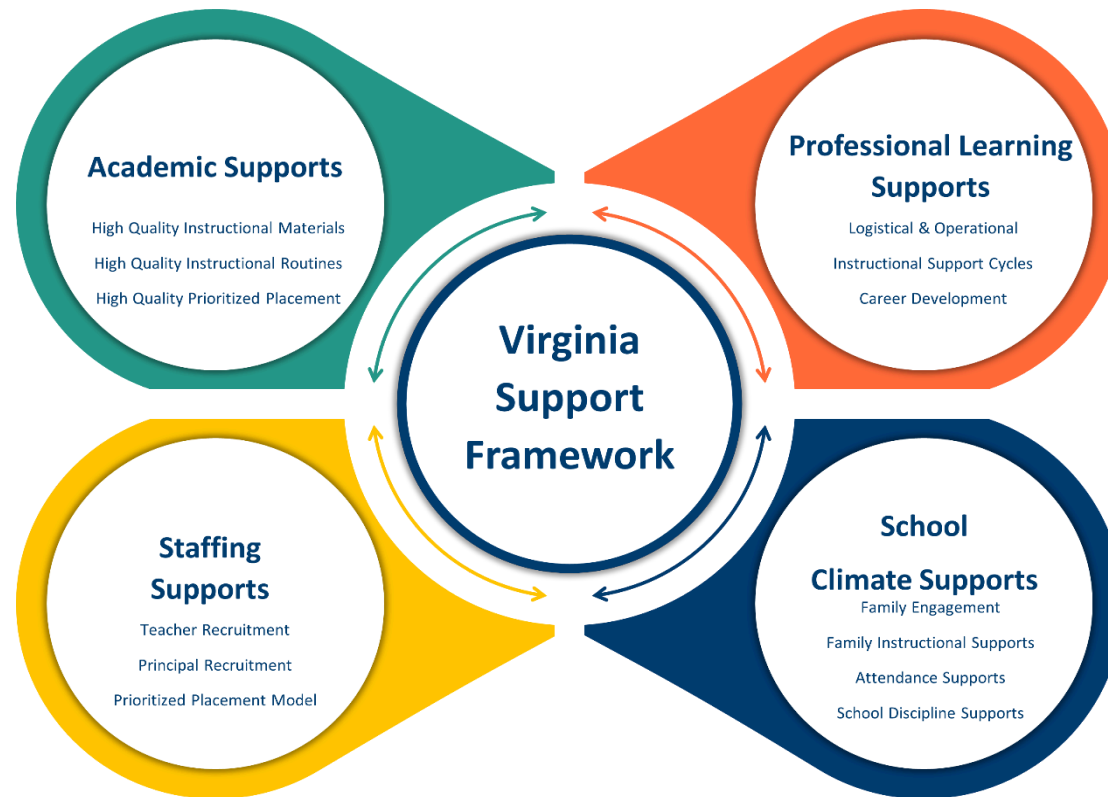
Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework.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

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



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

### Profile Information

**Division:** Winchester Public Schools

**School:** Frederick Douglass Elementary

**Principal:** Melissa Maestle

**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.*

The School Quality Team is inclusive of stakeholders and minutes from meetings are shared.

**Domain I: Academic Supports****Content Area:** English**Barrier(s):** Curriculum alignment, teaching the new science of reading approach, and delivery weaknesses**SMART Goal Statement:**

- During the 2023-2024 school year 13 students were referred to child study. This number will decrease during the 2024-2025 school year due to continued implementation of the MTSS process.
- During the 2024-2025 school year, overall Reading pass rates will increase from 61% to 73% in order to match the state pass average.
- During the 2024 - 2025 school year, pass rates for ELLs will increase from 36% to 40%.

**Evidence-based Intervention(s)-Reading:** Provide Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade by:

- Developing awareness of sounds and connection to letters
- Utilizing connected text
- Teaching reading comprehension strategies

**Tier of Evidence:** 1 (Strong Evidence) and Tier 3 (Promising)**Description of Intervention:**

- Develop awareness of the segments of sounds in speech and how they link to letters. (Tier 1)
  - Teach students to recognize and manipulate segments of sound in speech
  - Teach students letter-sound relations
  - Use word-building and other activities to link students' knowledge of letter-sound relationships with phonemic awareness.
- Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1)
  - Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.
  - Teach students to blend letter sounds and sound-spelling patterns from left to right within a word to produce a recognizable pronunciation.
  - Teach students to recognize common word parts.
  - Teach regular and irregular high-frequency words so that students can recognize them efficiently.

**Description:**

Develop awareness of the segments of sounds in speech and how they link to letters. (Tier 1)

- Shared Reading and DI components of the Bookworms curriculum
- Supplement with Heggerty and Foundations curriculum
- Teach students to decode words, analyze word parts, and write and recognize words. (Tier 1)
  - Shared Reading and DI components of the Bookworms curriculum
  - Supplement with Foundations curriculum
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension.
  - Shared Reading and ELA components of the Bookworms curriculum
  - Supplement with repeated reading of trade books or decodable texts
- Teach students how to use reading comprehension strategies. (Tier 3)
  - Shared Reading and ELA components of the Bookworms curriculum
  - Supplement with 95% Comprehension curriculum

<ul style="list-style-type: none"><li>○ Introduce non-decodable words that are essential to the meaning of the text as whole words.</li><li>● Teach students how to use reading comprehension strategies. (Tier 3)<ul style="list-style-type: none"><li>○ Activating prior knowledge</li><li>○ Questioning</li><li>○ Visualization</li><li>○ Monitoring, clarifying, or fix-up</li><li>○ Inference</li><li>○ Retelling</li></ul></li></ul>				
<b>Student Measure #1:</b> At least 70% of students will perform at a proficiency level on all CFAs throughout the year	<b>Student Measure #2:</b>			
<b>Staff Measure #1:</b> The division Literacy Supervisor and school instructional staff will work to ensure the English curriculum is aligned to the cognitive level of the SOL and will provide professional development and support to English teachers on providing students with engaging instructional delivery that supports the science of reading.	<b>Staff Measure #2:</b>			
<b>Action Plan</b>				
<b>Action Steps (Describe the step and include who will implement and how often it will be implemented)</b>	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
The division Literacy Supervisor will lead curriculum development teams to ensure the English curriculum is aligned to the cognitive level of the SOL and supports the science of reading approach for literacy development .	July 2024	August 2025	Division Literacy Supervisor and Principal	State and local funding
Frequent paired walkthroughs will be done to make sure that feedback is explicit and consistent and to ensures a commitment to differentiation in the following ways: content, task, materials, and environment	August 2024	May 2025 and ongoing	Division Literacy Supervisor, Principal, ESOL Coordinator, and Special Education Supervisor	State and local funding

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

The division Assistant Superintendent, Executive Director of Curriculum and Instruction, and Literacy Supervisor will work closely with the building principal and MTSS team to align curriculum, train teachers, and to observe/post-conference with teachers.

**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)**

Observations, evaluative and walk-through, will be conducted and explicit feedback will be given to English teachers. Look fors include showing evidence of aligned content delivery, data-driven differentiation, and student engagement (observation schedules).

August:

PLCs will meet to discuss student data and best instructional practices (agendas).

August:

Domain I: Academic Supports - Math	Content Area: Math
<b>Barrier(s):</b> Alignment of grade level content to curriculum used to target IEP goals	
<b>SMART Goal Statement:</b> By the end of the 2024-2025 school year, the pass rate for Students with Disabilities will increase from 26% to 40%.	
<p><b>(Evidence-based) Strategy Name:</b> Assist students struggling with mathematical proficiency by providing the following interventions during instruction:</p> <ul style="list-style-type: none"> <li>● Providing systematic instruction</li> <li>● Incorporating Mathematical Language and Number Lines</li> <li>● Using representations</li> <li>● Integrating Word Problems</li> </ul> <p><b>Tier of Evidence:</b> 1 (Strong Evidence)</p>	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>● <b>Systematic Instruction:</b> Provide systematic instruction during intervention to develop student understanding of mathematical ideas.</li> <li>● <b>Mathematical Language:</b> Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.</li> <li>● <b>Representations:</b> Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.</li> <li>● <b>Number Lines:</b> Use the number line to facilitate the learning of mathematical concepts and procedures, build understanding of grade-level material, and prepare students for advanced mathematics.</li> <li>● <b>Word Problems:</b> Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.</li> </ul>
<p><b>(Evidence-based) Strategy Name:</b> Intervention <b>Tier of Evidence:</b> 2 and 3</p> <p>There are two different intervention programs we utilize for identified Tier 2 and Tier 3 students. The Bridges program is used for Tier 2 &amp; 3 interventions to fill in foundational gaps in number sense, computation, and fractions in K-4 and Kickstart is used for Tier 3 students to fill gaps in number sense and computation skills in K-3.</p> <p>Students once identified through the MTSS process are then given a diagnostic screener on topics of needs to identify the starting points. Students in Tier 2 are to receive at minimum 3 days a week for 30 minutes and Tier 3 are to receive 5 days a week for 30 minutes. Tier 2 and 3 students are pulled into a separate classroom/group, grouped homogeneously on needed skills for intervention.</p>	<p><b>Description:</b></p> <ul style="list-style-type: none"> <li>● <b>Recommendation 1: Systematic Instruction</b> <ul style="list-style-type: none"> <li>○ Tier 2/3 - Bridges Sample           <ul style="list-style-type: none"> <li>■ This program is scripted modules and sessions provided for teachers to include a choice of 2 warm ups, that spiral previously reviewed material to make connections, hands on activity lesson to include physical manipulatives, visuals and connections to mathematical notation, and guided practice pages per module. These different components allow for students to work through a variety of problems and be provided feedback immediately from the intervention teacher.</li> <li>■ Every 5th session provides a progress monitoring on current skills that reflects an interview portion and a written portion. A rubric is provided for consistent scoring and look fors within student work. These progress monitors then determine next steps for the student in their progression of lessons.</li> </ul> </li> <li>○ Tier 3 - Kickstart           <ul style="list-style-type: none"> <li>■ This program is scripted to include 5-6 activities per day to provide systematic instruction on number sense and computation skills.</li> </ul> </li> </ul> </li> </ul>

Students interact with the teacher using different visual models, manipulatives, songs and oral language.

- **Recommendation 2: Mathematical Language**

- Tier 2/3 - Bridges

- Mathematical Language is noted in scripted lessons for constant use during lessons. It is also supported when students are asked to provide a verbal or written response to daily activities, guided practice or progress monitoring.

- Tier 3 - Kickstart

- Mathematical Language is noted in scripted lessons for constant use during lessons. It is also supported when students are asked to provide a verbal response to daily activities, guided practice or progress monitoring.

- **Recommendation 3: Representations**

- Tier 2/3 - Bridges

- Every warm up and activity provides a concrete or semi-concrete representation in connection with the lesson session. These representations are scaffolded and consistent through modules to bridge students from concrete to abstract mathematical notation.

- Tier 3 - Kickstart

- All activities within the day to day lessons provide activities to include concrete or semi-concrete representations in connection with each lesson session. These representations are scaffolded and consistent through each day and bridge students through CRA progressions.

- **Recommendation 4: Number Lines**

- Tier 2/3 - Bridges

- Number lines are consistently utilized across lessons in Bridges. Many of the concrete activities are then connected to number lines with fractions and decimals.

- Tier 3 - Kickstart

- Number paths and lines are utilized as students work on counting skills as well as computation skills.

- **Recommendation 5: Word Problems**

- Tier 2/3 - Bridges

- Word problems are integrated through warm ups, activities and practice pages.
- Explicit teacher moves and supports are provided in the script in order to scaffold student learning and help understanding of the language of



	problems. Language is about making sense of problems and not attached to looking for keywords. <ul style="list-style-type: none"><li>○ Tier 3 - Kickstart<ul style="list-style-type: none"><li>■ Through context of story maps and oral word problems, students are engaged in day to day activities that allow use of manipulatives and strategic scaffolding to support word problems</li></ul></li></ul>			
<b>Student Measure #1:</b> Student progress will be tracked using unit assessments, assessments from the Bridges program, and through the MTSS process for continuous monitoring.				
<b>Staff Measure #1:</b> The division Math Supervisor and school instructional staff will collaborate to ensure that the Math curriculum in our Special Education classes is aligned with the cognitive level of the SOL. Both the school and the district will offer professional development and support to Math teachers to help them deliver engaging and effective instruction for students.				
Action Plan				
<b>Action Steps (Describe the step and include who will implement and how often it will be implemented)</b>	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
The division Math Supervisor, in collaboration with the Special Education team, will provide ongoing professional development and guidance to ensure curriculum alignment.	July 2024	May 2025	Math Supervisor Division Special Education Department Building Administrators	State and local funding
Frequent paired walkthroughs will be conducted to ensure that feedback is explicit, consistent, and reinforces a commitment to differentiation in the following areas: content, tasks, materials, and learning environment.	August 2024	Ongoing through May 2025	Math Supervisor Division Special Education Department Building Administrators	State and local funding
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division Assistant Superintendent, Executive Director of Curriculum and Instruction, and Math Supervisor will work closely with the building principal and MTSS team to align curriculum, train teachers, and to observe/post-conference with teachers.				

**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)**

Teacher evaluations, student data, explicit feedback on content alignment, rigor, and student engagement

PLC and MTSS meetings used to discuss data, progress, and interventions

<b>Domain II: Staffing Supports</b>				
<b>Barrier(s):</b> Financing				
<b>SMART Goal Statement:</b> By the end of the 2024-2025 school year, each grade level will have a dedicated reading specialist				
<b>(Evidence-based) Strategy Name:</b> Science of Reading <b>Tier of Evidence:</b> Strong				
<b>Student Measure #1:</b> Data from SOL assessments, VALLSS, LETRS, and ORF assessments.				
<b>Staff Measure #1:</b> Division Reading Supervisor along with building administration will ensure that Reading Specialists are providing Tier 2 and Tier 3 interventions to students performing below grade level, as well as support teachers in providing strong Tier 1 instruction.				
<b>Action Plan</b>				
<b>Action Steps</b> (Describe the step and include who will implement and how often it will be implemented)	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
Hire 3 additional reading specialists	August 2024	August 2025	Division, Building Administration	State and local funds
<b>Local Educational Agency (LEA) Support:</b> Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Division and building administration will make hiring Reading Specialists a priority.				
<b>Evidence:</b> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <b>Analysis:</b> Address impact and next steps.				
<b>Evidence of Progress (update monthly)</b>	<b>Analysis of Progress (update monthly)</b>			
Regularly track the number of students who require interventions.				
Monitor the progress of students receiving either Tier 2 or Tier 3 interventions				

**Domain III: Professional Learning Supports****Barrier(s):** Time**SMART Goal Statement:** Professional development will be tailored to the specific needs of teachers and designed to have a direct impact on their daily instruction.**(Evidence-based) Strategy Name:** Evidence Based Practices  
**Tier of Evidence:** Strong**Description:****Student Measure #1:**

When implemented, the strategies being taught through professional development have a direct impact on students' success.

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

The strategies and techniques introduced or reemphasized during professional development are being implemented consistently and effectively.

**Staff Measure #2:****Action Plan**

<b>Action Steps (Describe the step and include who will implement and how often it will be implemented)</b>	<b>Start of Action Step</b>	<b>End of Action Step</b>	<b>Position Responsible for Monitoring</b>	<b>Budget (local, state, federal funds)</b>
Determine needs for professional development based on observation, walk-throughs, and teacher surveys.	July 2024	May 2025	District and Building Administration	Local, state, and federal funding

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

Division leaders will work closely with building administrators to ensure that all planned professional development aligns with the needs of each school.

**Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.****Analysis: Address impact and next steps.**

<b>Evidence of Progress (update monthly)</b>	<b>Analysis of Progress (update monthly)</b>
Implementation of strategies covered during professional development sessions are used on a daily basis in classrooms.	
Student progress increases due to the use of these strategies	

Domain IV: School Climate Supports - Chronic Absenteeism				
<b>Barrier(s):</b> Lack of parent commitment in getting students to school, students with frequent illnesses				
<b>SMART Goal Statement:</b> By the end of the 2024-2025 school year, chronic absences for Students with Disabilities will decrease from 25% to 15				
<b>(Evidence-based) Strategy Name:</b> <b>Tier of Evidence:</b> Choose an item.		<b>Description:</b>		
<b>Student Measure #1:</b> Students attendance will be monitored on a monthly basis		<b>Student Measure #2:</b>		
<b>Staff Measure #1:</b> Teachers will educate and engage parents in their commitment to ensuring their child is in school regularly.		<b>Staff Measure #2:</b>		
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)
Provide parents with information about the importance of school attendance	August 2024	Ongoing though May 2025	Special Education teachers Building Administration	local, state, and federal funds
Make contact with parents after each absence	August 2024	Ongoing though May 2025	Special Education teachers Building Administration	local, state, and federal funds
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Division leaders will support building administration to implement and sustain the procedures in dealing with chronic absences.				
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)			
Absences for each student will be monitored monthly				
Information provided to parents will be documented and communication about absences will be documented				

## Domain IV: School Climate Supports - Discipline

### Barrier(s):

#### SMART Goal Statement:

- During the 2024-2025 school year, reported behaviors of a safety concern will decrease by 15% from the 22% documented during the 2023-2024 school year
- During the 2024-2025 school year, Relationship Behaviors without Physical Harm will decrease by 15%.

#### (Evidence-based) Strategy Name: Reducing Behavior Problems in the Elementary School Classroom by:

- Actively teaching students socially- and behaviorally-appropriate skills to replace problem behaviors using strategies focused on both individual students and the whole classroom.
- Helping students with behavior problems learn how, when, and where to use these new skills; increase the opportunities that the students have to exhibit appropriate behaviors; preserve a positive classroom climate
- Managing consequences to reinforce students' display of positive "replacement" behaviors and adaptive skills.

Staff will teach and reinforce new skills to increase appropriate behavior and preserve a positive classroom climate by:

- Identifying where the student needs explicit instruction for appropriate behavior by using Tier 1 and Tiers 2/3 SEL Programming
- Teaching skills by providing examples, practice, and feedback by way of SEL programming and a SWPBIS framework.
- Managing consequences so that reinforcers are provided for appropriate behavior and withheld for inappropriate behavior by way of SWPBIS.

**Tier:** Tier 3 (Promising)

#### Description:

The Tier 1 SEL program will be implemented school-wide, with all students participating in 45-minutes of SEL lessons once per week. These lessons will emphasize essential social and emotional skills such as self-regulation, empathy, and conflict resolution, conducted in a whole-class setting.

Complementing the SEL program, the school implements a school-wide Positive Behavioral Interventions and Supports (PBIS) framework. This includes classroom lessons on behavior expectations, a building-wide expectations matrix, and clear behavioral response guidelines. Positive behavior is reinforced with quarterly PBIS incentives for students. For students requiring additional support, Tier 2 and Tier 3 programming will be provided, with Tier 2 interventions typically occurring two to three times a week in small groups, while Tier 3 interventions will be more frequent and customized to the student's needs.

Restorative practices will also be utilized as needed to address conflicts, repair relationships, and promote a sense of accountability among students. This comprehensive approach, combining SEL, PBIS, and restorative practices, aims to foster a supportive and consistent learning environment for all students.

**Student Measure #1:** PBIS and Power School data will be monitored to identify particular students who may require Tier 2 or Tier 3 interventions.

**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)
The PBIS framework will be consistently taught and implemented across the school environment by all school staff. Discipline data will be routinely reviewed by the PBIS team and action steps will be developed.	August 2024	May 2025	Assistant Principal PBIS Team	
School-wide SEL lessons will be taught weekly using the Move this World curriculum	August 2024	May 2025	Principal Counselor	
Tier 2/Tier 3 SEL lessons using the WhyTry and Zones of Regulation curricula will be taught to students who are identified through the MTSS process	August 2024	May 2025	Principal MTSS Team Counselor	
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
<b><u>Evidence:</u></b> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <b><u>Analysis:</u></b> Address impact and next steps.				
<b>Evidence of Progress (update monthly)</b>		<b>Analysis of Progress (update monthly)</b>		