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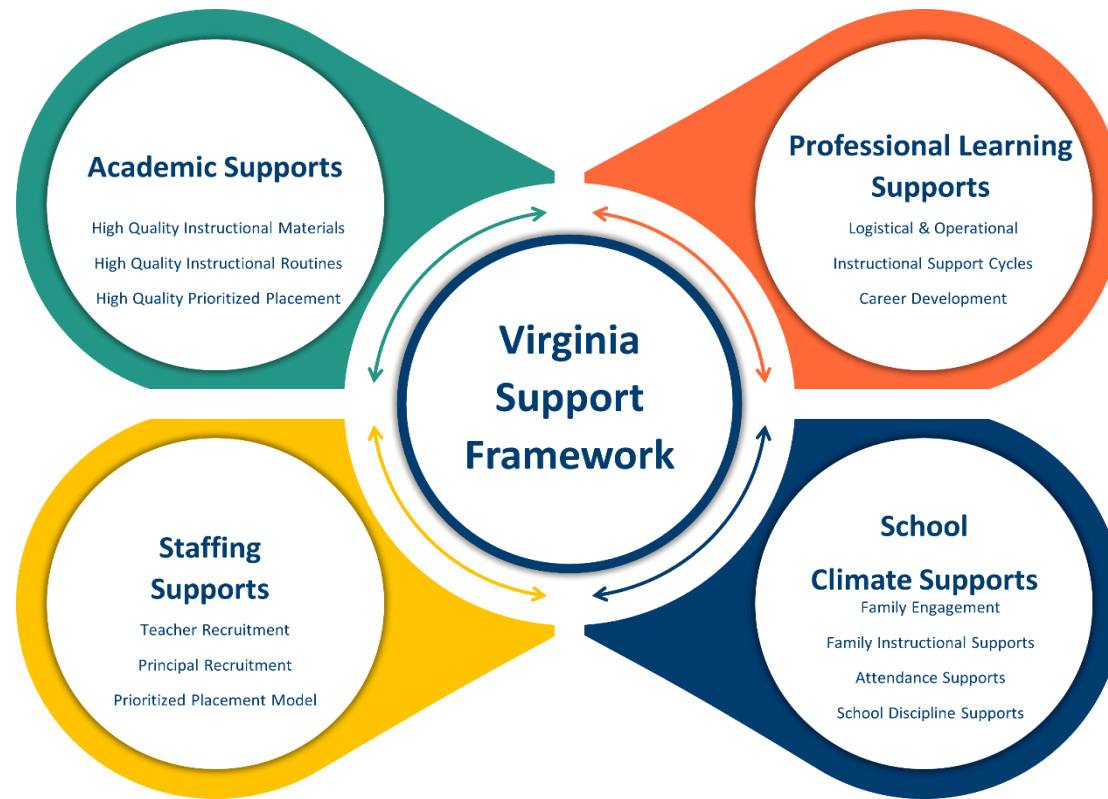
Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework.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

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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[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))

Virginia Support Framework

Academic Supports
- High Quality Instructional Materials
- High Quality Instructional Routines
- High Quality Prioritized Placement

Professional Learning Supports
- Logistical & Operational
- Instructional Support Cycles
- Career Development

Staffing Supports
- Teacher Recruitment
- Principal Recruitment
- Prioritized Placement Model

School Climate Supports
- Family Engagement
- Family Instructional Supports
- Attendance Supports
- School Discipline Supports

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: Winchester City Public Schools	School: Virginia Avenue Charlotte DeHart Elementary School
Principal: Lisa Pluska	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.

Needs Assessment:
Our leadership team met to go through our needs assessment document together. The team consisted of teachers, MCLs, Reading Specialist, ESOL teacher, PE teacher, and parents. We looked at our data from the previous year (testing, MTSS document, attendance, PBIS Rewards reports for behavior, and staffing information). We discussed our weaknesses, what we felt the root causes could be, and how to address those root causes.

Evidence and Research based Strategies:
We will be using the VDOE list of approved curricula and interventions to address academic deficits. Our master schedule addresses the times needed for interventions and differentiated instruction. We have several family engagement nights planned throughout the school year to help keep parents involved. This gives times for parents to suggest items and for us to give suggestions for things to do at home to support.

Our school meets monthly as a faculty, monthly as a school leadership team, and monthly in our committee meetings which consists of academic, attendance, PBIS/Behavior committees. We have regularly scheduled events for families throughout the year. We have student led conferences twice a year and an expectation that teachers talk with families on a regular basis. We routinely ask for feedback from families through these events.

Domain I: Academic Supports - Reading	Content Area: Reading

Barrier(s): Lack of time for teachers to delve into the new curriculum before school started and time constraints due to scheduling

SMART Goal Statement: By June 2025, 80% of black students, multi-race students, and special education students will pass or count as a pass due to growth in Reading.

(Evidence-based) Strategy Name: 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

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.
    - Introduce non-decodable words that are essential to the meaning of the text as whole words.

- Teach students how to use reading comprehension strategies. (Tier 3)

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 Fundations 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 Fundations 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

○ Activating prior knowledge ○ Questioning ○ Visualization ○ Monitoring, clarifying, or fix-up ○ Inference ○ Retelling **Tier**: 1 (Strong Evidence) and Tier 3 (Promising)	
Student Measure #1:	**Student Measure #2:**
Staff Measure #1:	**Staff Measure #2:**

Action Plan				
Action Steps **(Describe the step and include who will implement and how often it will be implemented)**	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**
Implementation of Bookworms (knowledge building curriculum) - classroom teachers - daily Planning in PLCs weekly	Aug 12, 2024	May 30, 2025	Administrators - Building level and division level Literacy Supervisor Reading Specialist MCLs	
Based on VALLSS testing and beginning of the year screenings implementation of Reading Plans for all students that are at High Risk - teachers, RS, MCLs, Admin - daily	After Fall Testing	May 30, 2025	Reading Specialist MCLs Administrators	
Tiering of students based on testing with differentiated instruction and interventions MTSS meetings monthly	After Fall Testing Window	May 30, 2025	Reading Specialist MCLs Administrators	
Division Literacy Nights throughout the school year - 3 throughout the year	October 2024	April 2025	Reading Specialist Division Literacy Supervisor	

Literacy Rich Environment training and help with WIDA writing goals to increase the required state growth for ML students	August 2024	May 2025	ESOL Teachers Admin	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
The school system will support with professional development as needed, walk throughs, availability of our Literacy Supervisor for questions and planning, any materials needed for the interventions, and substitutes for testing and curriculum meetings.

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)**
Progress Monitoring through AIMSWeb and Performance Matters on interventions will show growth for students.	If student growth is not shown, we will take the student to our MTSS committee for more ideas and suggestions as to what the next steps are. If the growth is shown, we will continue the intervention.

Domain I: Academic Supports - Math	Content Area: Math

Barrier(s): Lack of a division wide curriculum for consistency, with the different places to pull resources it is difficult to plan well within the time constraints for planning.

SMART Goal Statement: By June 2025, 80% of black students, multi-race students, and special education students will pass or count as a pass due to growth in Math.

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(Evidence-based) Strategy Name: Assist students struggling with mathematical proficiency by providing the following interventions during instruction:
- Providing systematic instruction
- Incorporating Mathematical Language and Number Lines
- Using representations
- Integrating Word Problems

Description of intervention:
- **Systematic Instruction:** Provide systematic instruction during intervention to develop student understanding of mathematical ideas.
- **Mathematical Language:** Teach clear and concise mathematical language and support students' use of the language to help students effectively communicate their understanding of mathematical concepts.
- **Representations:** Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.
- **Number Lines:** 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.
- **Word Problems:** Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

Tier: 1 (Strong Evidence)

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Description:
Intervention, Tier 2 & 3
There are two different intervention programs we utilize for identified Tier 2 and Tier 3 students. The Bridges program is used for Tier 2 & 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.
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.
- **Recommendation 1: Systematic Instruction**
  - Tier 2/3 - Bridges Sample
    - 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.
    - 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.
  - Tier 3 - Kickstart

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    - This program is scripted to include 5-6 activities per day to provide systematic instruction on number sense and computation skills. 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 around sense making of problems and not attached to looking for keywords. ○ Tier 3 - Kickstart ■ 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
Student Measure #1:	**Student Measure #2:**
Staff Measure #1:	**Staff Measure #2:**

Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**
Small group math instruction based on Jennifer Lempp's guidance last year - teachers - daily PLC meetings weekly to plan	August 12, 2024	May 30, 2025	Administrators - Building level and division level Math Supervisor MCLs	
Tiering of Students after screening to provide differentiation and interventions - teachers, MCLs - as needed MTSS meetings monthly	After beginning of the year screening	May 30, 2025	Administrators - Building level and division level Math Supervisor MCLs	

Interventions for students that are Tier 3 and Tier 2 teachers/teacher assistants/MCLs daily during our Math Intervention block	After each screening	May 30, 2025	Administrators - Building level and division level Math Supervisor MCLs	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
The school system will support with professional development as needed, walk throughs, availability of our Math Supervisor for questions and planning, any materials needed for the interventions, and substitutes for curriculum work.

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)**
Progress Monitoring through Bridges and screenings for students	If student growth is not shown, we will take the student to our MTSS committee for more ideas and suggestions as to what the next steps are. If the growth is shown, we will continue the intervention.

Domain III: Professional Learning Supports

Barrier(s): Time to specifically work on our school needs in our professional development calendar.

SMART Goal Statement: By the end of May 2025, we will use the three half-days reserved by the division throughout the year to provide targeted professional development for our teachers focused on Tier 1 instruction and differentiation. This professional development will be aligned with our academic goals and will address identified instructional gaps based on data analysis. We aim for at least a 10% increase in the percentage of students meeting or exceeding academic standards, as measured by mid-year assessments.

(Evidence-based) Strategy Name: Tier of Evidence:	Description:
Student Measure #1:	**Student Measure #2:**
Staff Measure #1:	**Staff Measure #2:**

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
We will use faculty meeting times to touch on PD based on what our data shows that we need monthly.	September 2024	May 2025	Administrators at the building and division level, MCLs, Reading Specialist, ESOL teachers	
ESOL teachers are leading PD in linguistically rich environments. Reading Specialist led our VALLSS training and will train on Reading Plans.	August 2024	May 2025	Administrators at the building and division level, MCLs, Reading Specialist, ESOL teachers	
Our MCLs lead PLCs and do Coaching Conversations/Cycles with staff on a regular basis.	September 2024	May 2025	Administrators at the building and division level, MCLs, Reading Specialist, ESOL teachers	

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

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. Analysis: Address impact and next steps.	
Evidence of Progress (update monthly)	Analysis of Progress (update monthly)

Domain IV: School Climate Supports - Chronic Absenteeism

Barrier(s): Parents keeping children home and not understanding the importance of attendance

SMART Goal Statement: By June 2025, 85% of our students will not be considered chronically absent through attendance or recovery attendance.

(Evidence-based) Strategy Name: Communication with families weekly, attendance plans, attendance incentives, after school/Saturday school tutoring to make up the time missed. **Tier of Evidence:** Choose an item.	**Description:**
Student Measure #1:	**Student Measure #2:**
Staff Measure #1:	**Staff Measure #2:**

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Weekly communication with parents on the importance of school attendance - newsletter	August 12, 2024	May 30, 2025	Administrator building level	
Monthly incentives for perfect attendance	September 5, 2024	May 30, 2025	Administrator at the building level	Local Funding
After School Tutoring and/or Saturday School to make up the time missed based on MTSS meetings monthly	October 2024	May 2025	Administrator at the building level	State Funding (All In) Local Funding (Donation)

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

The school division will support by making sure we have up to date information on attendance, helping with attendance challenges, providing support for attendance plans, and providing the needed state budget for after school and Saturday 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.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)

Domain IV: School Climate Supports - Discipline

Barrier(s): Implicit Bias or lack of understanding of different cultural norms.

SMART Goal Statement: By June 2025, our discipline data will be proportionate to our school demographics.

(Evidence-based) Strategy Name: Professional development in culturally responsive instruction, implicit bias, and norms of the cultures of our school. **Tier of Evidence:** Choose an item.	**Description:**
Student Measure #1:	**Student Measure #2:**
Staff Measure #1:	**Staff Measure #2:**

Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Professional development on culturally responsive instruction, implicit bias, and norms of the different cultures represented in our school - 3 times this school year	September 2024	May 2025	Administration at the building level Equity and Family Empowerment Coordinator Equity Liaison	
Monthly information shared at our faculty meetings dealing with culturally responsive instruction	September 2024	May 2025	Equity Liaison Administration at the building level Equity and Family Empowerment Coordinator	
Tier 2 groups with our counselor, intern, TDT, and SEL TA				
PBIS incentives quarterly for the whole school PBIS cart for students monthly to "spend" points earned.	September 2024	May 2025	Administration PBIS Team	Local

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
The school division could be helpful in determining best ways to monitor and evaluate staff growth, helping with providing substitutes during the 7 meetings during the school day, and helping to facilitate some of the discussions needed.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. Analysis: Address impact and next steps.	
Evidence of Progress (update monthly)	Analysis of Progress (update monthly)