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:
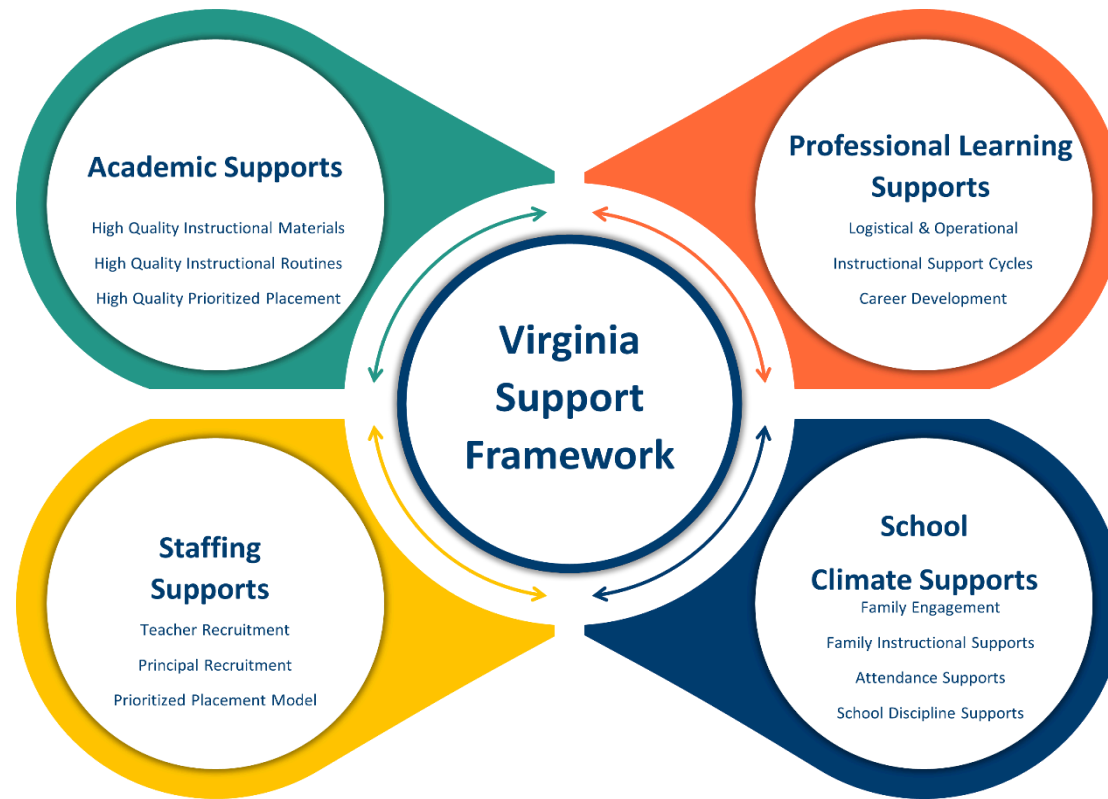
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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 Public Schools	School: John Kerr Elementary School
Principal: Kim Pryor	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:
We have a robust School Quality Team (SQT) that includes representatives from various stakeholder groups across the building, ensuring a broad perspective in identifying areas of need. The needs assessment was conducted using a variety of current data sources, which was shared with the School Quality Team. This team is committed to meeting quarterly to review the plan. To involve parental stakeholders, the PTO will be our primary conduit. Our SQT will send a needs survey to all staff and families at JKES by the end of Quarter 1 and Quarter 3. All stakeholders will also be involved through the panorama survey conducted annually.

Evidence and Research Based Strategies: In developing our school improvement plan we worked closely with the SQT to identify evidence-based strategies tailored to the unique needs of our school. We will use the VDOE list of approved curricula and interventions to address academic deficits. Our master schedule addresses blocks of time dedicated to interventions and differentiated instruction.

Our school meets monthly as a faculty, weekly as a leadership team (administration, MCLs/MTRTs), bi-weekly as an attendance team (Administration, Registrar, Social Worker, Counselors, MTSS Chair/Interventionist), and at a minimum monthly in committee meetings which include but are not limited to of PBIS/Behavior committees & MTSS. 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	Content Area: English/Language Arts

Barrier(s): Alignment with Science of Reading to include new curriculum and instructional knowledge and delivery expertise/Time: time for teachers to fully immerse themselves on the new curriculum even with common PLC/planning time in the schedule

SMART Goal Statement:

By the end of the 2026-2027 school year, all third grade students will be reading at or above grade level.

- During the 2024-2025 school year, pass rates for students with disabilities will increase from 63% to 75% in order to match the state pass average.
- During the 2024-2025 school year, pass rates for our Hispanic students will increase from 94% to 100%.
- During the 2024-2025 school year, pass rates for our Multiple Races students will increase from 79% to 90%.
- During the 2024-2025 school year, pass rates for our Black students will increase from 81% to 90%.
- During the 2024-2025 school year, pass rates for our Economically Disadvantaged students from 86% to 95%.
- During the 2024-2025 school year, all students will show a minimum of one year's 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

- 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)

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)

- 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.

- Shared Reading and ELA components of the Bookworms curriculum
- Supplement with 95% Comprehension curriculum

● Teach students how to use reading comprehension strategies. (Tier 3)
  - Activating prior knowledge
  - Questioning
  - Visualization
  - Monitoring, clarifying, or fix-up
  - Inference
  - Retelling

Tier of Evidence: Strong

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

Action Plan				
Action Steps	**Start of Action Step**	**End of Action Step**	**Position Responsible**	**Budget (local, state,**

(Describe the step and include who will implement and how often it will be implemented)			for Monitoring	federal funds)
The division Literacy Supervisor will lead curriculum development teams to ensure the ELA 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	
The division Literacy Supervisor will lead a book study using the book *How to Plan for Differentiated Reading Instruction* by Walpole and McKenna.	November 2024	March 2025	Division Literacy Supervisor and Administrators	
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,	After Fall, 2024 testing	May, 2025	Reading Specialist MCLs Administrators	
Targeted interventions on students' instructional level will be provided to identified students in Tier 2 and Tier 3.	August 2024	May 2025	Administrators, Teachers, MCLs, Reading Specialists, Special Education Teachers, MTSS Chair and Interventionist	
Division Literacy Nights throughout the school year - 3 throughout the year	October 2024	April 2025	Reading Specialist Division Literacy Supervisor	

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 building administration to build the capacity of MCLs and Reading Specialists to train teachers by using walkthroughs and post observation conferences to drive professional development and respond to questions and planning needs, to include providing appropriate resources for intervention.

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)
PLCs will meet on a weekly basis to discuss instructional planning, instructional delivery, and student data. Meeting agendas will be completed and posted accordingly.	August: All PLCs met during pre-service week to plan a minimum of 2 weeks of instruction and review end of the year data from 2023-2024 school year to identify students receiving Tier 2 and Tier 3 interventions.

	September:
Progress Monitoring through AIMSWeb and Performance Matters on interventions will show growth for students.	If student growth is not evident, we use MTSS to drive ideas and suggestions as to what the next steps are to meet specific student needs. If the growth is evident, we will continue the intervention as appropriate.
Observations, evaluative and walk-through, will be conducted and paired with explicit feedback for all ELA teachers. Specific look-fors include: evidence of aligned content delivery; data driven differentiation; and student engagement.	August: Administration has had the opportunity to walk through all classrooms during instructional blocks to begin to identify school wide trends and instructional patterns in order to support ELA building wide. September:

Domain I: Academic Supports	Content Area: Math

Barrier(s):
- New SOLs
- Inconsistency in where resources are located
- Time to plan effectively for instruction
- Ensuring assessments through the year are aligned with state assessments/standards
- Ensuring that our Tier 3 instructional, ELL support, and special education instruction are aligned with Tier 1

SMART Goal Statement:
- By the end of the 2024-2025 school year, pass rates for Multiple Race students will increase from 50% to 75%.
- By the end of the 2024-2025 school year, pass rates for Students with Disabilities will increase from 63% to 75%.
- By the end of the 2024-2025 school year, pass rates for Black students (94%) and Economically Disadvantaged (92%) students will increase to 100%

(Evidence-based) Strategy Name:	Description:

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.
	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

- **Word Problems:** Provide deliberate instruction on word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas.

Tier of Evidence: Strong

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
    - 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 #2:		
Staff Measure #1:				

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 during the 2023-2024 year - teachers daily and PLC meetings weekly planning	July 2024	August 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	August 2024	May 2025	Administrators - Building level and division level Math Supervisor MCLs, MTSS Chair and Interventionist	
Targeted interventions on students' instructional level will be provided to identified students in Tier 2 and Tier 3.	After each screening opportunity	May 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 division Assistant Superintendent, Executive Director of Curriculum and Instruction, and Literacy Supervisor will work closely with building administration to build the capacity of MCLs and Reading Specialists to train teachers by using walkthroughs and post observation conferences to drive professional development and respond to questions and planning needs, to include providing appropriate resources for intervention.

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)**
PLCs will meet on a weekly basis to discuss instructional planning, instructional delivery, and student data. Meeting agendas will be completed.	August: All PLCs met during pre-service week to plan a minimum of 2 weeks of instruction and review end of the year data from 2023-2024 school year to identify students receiving Tier 2 and Tier 3 interventions. September:

Progress Monitoring through Bridges and screenings for students	If student growth is not evident, we use MTSS to drive ideas and suggestions as to what the next steps are to meet specific student needs. If the growth is evident, we will continue the intervention as appropriate.
Observations, evaluative and walk-through, will be conducted and paired with explicit feedback for all math teachers. Specific look-fors include: evidence of aligned content delivery; data driven differentiation; and student engagement.	August: Administration has had the opportunity to walk through all classrooms during instructional blocks to begin to identify school wide trends and instructional patterns in order to support math building wide. September:

Domain I: Academic Supports		Content Area:	
Barrier(s):			
SMART Goal Statement:			
(Evidence-based) Strategy Name: **Tier of Evidence:** Choose an item.		**Description:**	
Student Measure #1:		**Student Measure #2:**	
Staff Measure #1:		**Staff Measure #2:**	

Action Plan				
Action Steps **(Describe the step and include who will implement and how often it will be implemented)**	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
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 II: Staffing Supports	
Barrier(s):	
SMART Goal Statement:	
(Evidence-based) Strategy Name: **Tier of Evidence:** Choose an item.	**Description:**
Student Measure #1:	**Student Measure #2:**
Staff Measure #1:	**Staff Measure #2:**

Action Plan				
Action Steps **(Describe the step and include who will implement and how often it will be implemented)**	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**

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

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 III: Professional Learning Supports				

Barrier(s): Limited time for school-based professional development

SMART Goal Statement: By the end of the 2024-2025 school year, 100% of instructional staff will receive targeted professional development aligned with the John Kerr 2024-2025 School Improvement Plan

(Evidence-based) Strategy Name: Job-embedded professional learning through Cardinal College on a weekly basis and revolving professional development as appropriate to meet the needs of students across grade levels. Tier of Evidence:	Description: John Kerr staff will be provided a monthly menu of professional development options aligned with the 2024-2025 Comprehensive School Support Plan. Staff will choose a minimum of one offering a month to attend specific to: math/math workshop, the Science of Reading, Social Emotional Learning, Technology, and integrating Specials content (Art, Music, STEAM, PE) into core instruction.
Student Measure #1:	**Student Measure #2:**
Staff Measure #2	**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)**
Cardinal College: weekly offerings for job embedded professional development specific to staff/student needs at JKES (aligned to Comprehensive School Support Plan)	September 2024	May 2025	Administration MCLs District Reading and Math Specialist Counselors Special Education Specialists ESOL Teachers Staff Experts as appropriate	
Revolving Professional Development (designed and delivered during staff planning other than PLC time as appropriate to meet staff/student needs	September 2024	May 2025	Administration MCLs District Reading and	

identified quarterly)			Math Specialist Counselors Staff Experts as appropriate	
Our MCLs lead PLCs and conduct Coaching Conversations/Cycles with staff on a regular basis.	September 2024	May 2025	Administrators at the building and division level, MCLs, Reading Specialist	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
The division level Literacy and Math Supervisors will work closely with building administration to build the capacity of MCLs and Reading Specialists to train teachers by using walkthroughs and post observation conferences to drive job-embedded professional development and respond to questions and planning needs, to include providing appropriate resources for intervention.

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 paired with explicit feedback for all teachers. Specific look-fors include: evidence of aligned content delivery; data driven differentiation; and student engagement.	September: October:

Domain IV: School Climate Supports - Chronic Absenteeism

Barrier(s): School boundaries (accessibility to school for families); families that leave country for extended periods of time, homelessness, students with significant academic deficits, Parents keeping children home and not understanding the importance of attendance

SMART Goal Statement: By the end of the 2024-2025 school year, John Kerr will reduce chronic absenteeism to 10% or less

(Evidence-based) Strategy Name: Attendanceworks.org, VDOE Superintendent's ActionKit Tier of Evidence: Strong	Description: Advancing Student Success by Reducing Chronic Absenteeism A four step roadmap to design a customized plan to meet school needs
Student Measure #1:	**Student Measure #2:**
Staff Measure #1: Teachers will reach out to families when students accumulate three (3) absences.	**Staff Measure #2:** Bi-weekly attendance meetings will be held to discuss students' absences and next steps.

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 attendance committee will monitor student attendance, reach out to parents, send attendance letters, and schedule truancy meetings with parents.	August 2024	May 2025	Administrators and attendance team (registrar, counselors, social worker, and family liaison)	
Administration will work with various teams and PTO to plan family involvement activities (International night, movies, and etc.)	August 2024	May 2025	Whole building	
The PBIS (SOAR) framework will be consistently taught and implemented across the school environment by all school staff.	August 2024	May 2025	Whole Building	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
The division will provide monthly attendance data through SIS. The division will also provide social workers to support families with attendance challenges and

with work with court services as needed.	

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. **Analysis**: Address impact and next steps.	
Evidence of Progress (update monthly)	**Analysis of Progress (update monthly)**
Bi-weekly attendance data shared with the attendance committee	August: Attendance committee began a spreadsheet to track student attendance data Confirmed staff calls at (3) day absences September: Begin (5) day tardy and (10) day letters
WPS and School-Based incentives planned for students	September: WPS Kona Ice incentive for attendance (won week 2); JKES Atten-DANCE for the team that has the best overall attendance October:
Family and community involvement events	August: Back to School/Open House Administration has discussed/scheduled International Night 4th grade promotion scheduled PreK Lunch on the Lawn was scheduled September: October: Student Led parent conferences ELL Family Night

Domain IV: School Climate Supports - Discipline	
Barrier(s):	
SMART Goal Statement:	
(Evidence-based) Strategy Name: **Tier of Evidence:** Choose an item.	**Description:**
Student Measure #1:	**Student Measure #2:**
Staff Measure #1:	**Staff Measure #2:**

Action Plan				
Action Steps **(Describe the step and include who will implement and how often it will be implemented)**	**Start of Action Step**	**End of Action Step**	**Position Responsible for Monitoring**	**Budget (local, state, federal funds)**

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

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)**