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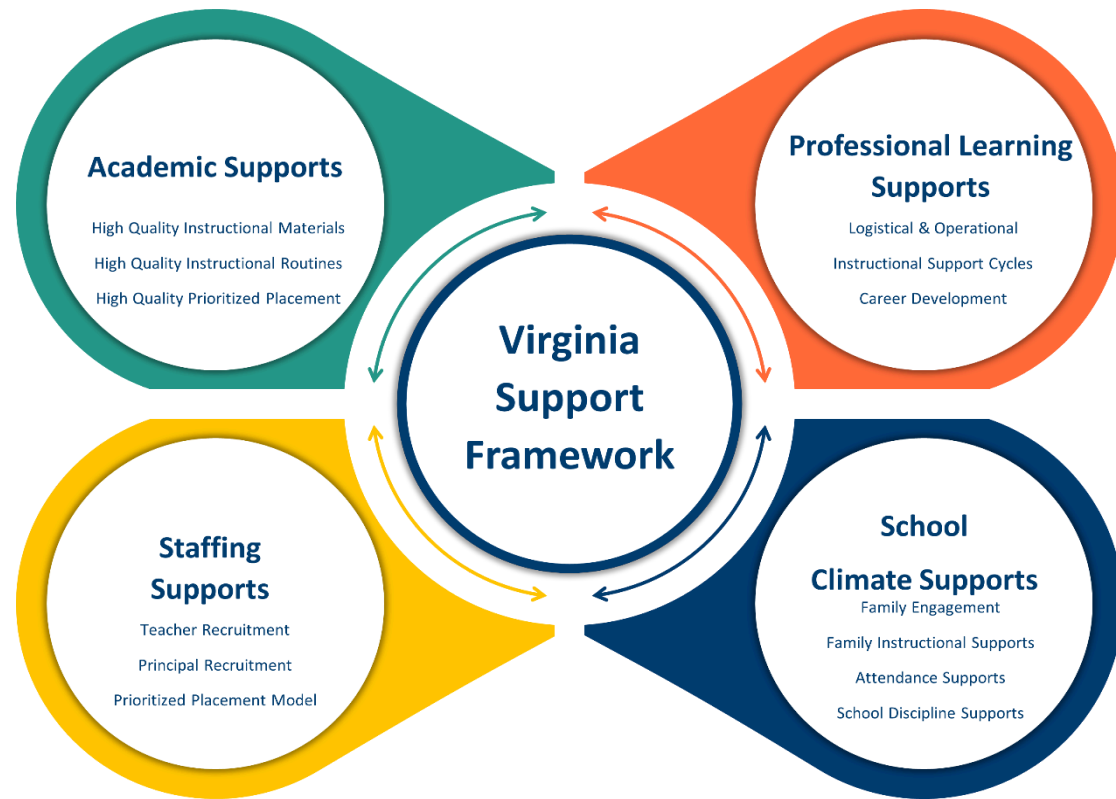
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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:** Daniel Morgan Middle School
Principal: Beth O'Donnell	**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 division Assistant Superintendent, Executive Director of Curriculum and Instruction, and Instructional Supervisors will work closely with the building principal and MTSS team to align curriculum, train teachers, and to observe/post-conference with teachers.

Domain I: Academic Supports - Reading	Content Area: Reading

Barrier(s): Implementation of new curriculum and building new teams at both garde levels.

SMART Goal Statement:

By June 2025, decrease the failure rates of Black students, Multi-racial, and Students with Disabilities (SWD) on the VA Reading SOL test. Baseline data includes the following SOL pass rates:

State Accountability Data			
	21-22	22-23	23-24
Black Students	60%	46%	66%
Multiple Race Students	69.3%	52.17%	77.36%
Students with Disabilities	55%	47%	54%

Federal Accountability Data			
	21-22	22-23	23-24
Multiple Race Students	61%	44%	70%
Students with Disabilities	30%	21%	41%

(Evidence-based) Strategy Name:
Lexia PowerUp Literacy is an evidence-based intervention (EBI) designed to support struggling and non-proficient readers in grades 7-8. It provides personalized instruction in Word Study,
Grammar, and Comprehension, using adaptive technology to meet individual student needs

Tier of Evidence: Strong

Description:
Lexia PowerUp Literacy will be implemented for 7th and 8th-grade students, focusing on those who are struggling or non-proficient readers. The intervention will be integrated into the existing English Language Arts (ELA) block and is designed to provide targeted literacy support while allowing for flexibility in instructional delivery.

Grade Levels Served: 7th and 8th grade students who have been identified as needing additional support in literacy development.

	Frequency and Duration: The intervention will be delivered 3-4 days a week. Each session will last for 20 minutes as part of the daily 90-minute ELA block. Instructional Setting: The instructional setting will use flexible grouping across the grade level, with groups formed based on targeted literacy needs, such as Word Study, Grammar, or Comprehension. Group composition may change as students progress and demonstrate growth in specific areas.
Student Measure #1: At least 70% of students will pass Common Formative Assessments (CFAs) and SOL tests in reading by May 2025.	Student Measure #2:
Staff Measure #1: 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.	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 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

Professional development will be provided to support teachers on providing students with effective interventions for struggling readers to implement with students in tier 2 and 3.	August 2024	May 2025	Division Literacy Supervisor and Principal	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).	
PLCs will meet to discuss student data and best instructional practices (agendas).	

Domain I: Academic Supports - Math	Content Area: Math

Barrier(s): Implementation of new standards and interventions.

SMART Goal Statement: By June 2025, decrease the failure rates of students on the VA Math SOL test. Baseline data includes the following SOL pass rates:

State Accountability Data- All Students		
3 Year Average	**22-23**	**23-24**
86.35%	84.39%	86.03%

Federal Accountability Data- All Students		
21-23	**22-23**	**23-24**
67%	67%	63%

(Evidence-based) Strategy Name:	**Description:**
Improving Mathematical problem solving in grades 4 through 8: ● Teach students how to use visual representations. ● Expose students to multiple problem-solving strategies. ● Help students recognize and articulate mathematical concepts and notation. **Description of Intervention:** ● Teach students how to create visual representations of relevant information in a problem, ● Encourage students to explore multiple ways to solve a problem ● Demonstrate how to break a problem into steps that can then be expressed through formal mathematical notation. **Tier of Evidence:** 2 Moderate Evidence	All students in Grades 7 & 8 receive 90 minutes of instruction daily using the Math Workshop model. During this time, 5-10 minutes focuses on Number Sense Routines, 15-20 minutes on tier 1 direct instruction, 50-60 minutes is spent on differentiated small group instruction, and 10 minutes focuses on student reflection to include data collection to drive next day instruction. In addition to the 90 minute Math Workshop, identified students receive an additional 45 minutes daily of small group intervention. Tier 1 students receive 30 minutes of skill based remediation and/or enrichment 5 days per week, Tier 2 students work through the Bridges program lessons with a math teacher/math interventionist/special education teacher at least 3 days per week, and Tier 3 students work through the Bridges program with a math interventionist 5 days per week.
Student Measure #1:	**Student Measure #2:**

At least 70% of students will pass the quarterly math assessments and the SOL test in math by May 2025.	
Staff Measure #1: The division Math Supervisor and school instructional staff will work to ensure the math alignment to the new standards through curriculum writing and PLC check ins. In addition, they will provide professional development support to ensure that interventions are effectively implemented in the school day with frequent progress monitoring.	**Staff Measure #2:**

<table>
<tr><td colspan="5" align="center">Action Plan</td></tr>
<tr>
<th>Action Steps
(Describe the step and include who will implement and how often it will be implemented)</th>
<th>Start of Action Step</th>
<th>End of Action Step</th>
<th>Position Responsible for Monitoring</th>
<th>Budget (local, state, federal funds)</th>
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<td>The division Math Supervisors and Math Mult-Classroom Leader will lead curriculum development teams to ensure the Math curriculum is aligned to the cognitive level of the SOL and the new math standards. In addition, they will ensure vertical alignment across grade levels.</td>
<td>July 2024</td>
<td>August 2025</td>
<td>Division Math Supervisor and Principal</td>
<td>State and local funding</td>
</tr>
<tr>
<td>Frequent walkthroughs will be done to ensure that feedback is explicit and consistent and ensure a commitment to differentiation.</td>
<td>August 2024</td>
<td>May 2025</td>
<td>Principal and division instructional team</td>
<td>State and local funding</td>
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<td>Lesson plans will be developed and reviewed in PLCs to ensure alignment and implementation of effective strategies.</td>
<td>August 2024</td>
<td>May 2025</td>
<td>Principal and Math Multi-Classroom Leader</td>
<td>State and local funding</td>
</tr>
</table>

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)
Observations, evaluative and walk-through, will be conducted and explicit feedback will be given to Math teachers. Look fors include showing evidence of	

aligned content delivery, data-driven differentiation, and student engagement (observation schedules).	
PLCs will meet to discuss student data and best instructional practices (agendas).	

Domain I: Academic Supports - Science	Content Area: Science

Barrier(s): Alignment of curriculum, implementation of multi-grade structures for teaching and learning.

SMART Goal Statement: By June 2025, decrease the failure rates of students on the VA Science 8 SOL test. Baseline data includes the following SOL pass rates:

State Accountability Data		
3 Year Average	**22-23**	**23-24**
66.03%	63.55%	67.28%

(Evidence-based) Strategy Name: Implementation of co-teaching for targeted ESOL and SPED students. **Tier of Evidence: Strong**	**Description:** ESOL and SPED teachers will co-teach and modify instruction to meet the needs of students with specific needs.
Student Measure #1: At least 70% of students will pass the science unit assessments and the Science 8 SOL test by May 2025.	**Student Measure #2:**
Staff Measure #1: The division Science Supervisor and school instructional staff will work to ensure the science alignment to the standards through curriculum writing and PLC check ins. In addition, she will opportunities for unpacking the standards across multi-grade content that will be assessed on the Science 8 SOL.	**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 division Science Supervisor will lead curriculum development teams to ensure the science curriculum is aligned to the cognitive level of the SOL and the new math standards. In addition, they will ensure vertical alignment across grade levels.	July 2024	August 2025	Division Science Supervisor and Principal	State and local funding

Frequent walkthroughs will be done to ensure that feedback is explicit and consistent and ensure a commitment to differentiation.	August 2024	May 2025	Principal and division instructional team	State and local funding
Lesson plans will be developed and reviewed in PLCs to ensure alignment and implementation of effective strategies.	August 2024	May 2025	Principal	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 Science 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 science teachers. Look fors include showing evidence of aligned content delivery, data-driven differentiation, and student engagement (observation schedules).	
PLCs will meet to discuss student data and best instructional practices (agendas).	

Domain II: Staffing Supports

Barrier(s): Competing with the salary scales in neighboring school divisions

SMART Goal Statement: By the end of the fiscal year, reduce employee migration from DMMS to neighboring divisions by 20% through the implementation of targeted retention strategies and adjustments to the compensation structure.

(Evidence-based) Strategy Name: Competitive salary, bonuses, and staff recognition efforts **Tier of Evidence:** Choose an item.	**Description:** Budget priority will include staff pay raises, signing bonuses (for critical shortage areas), and schools will recognize teachers with appreciation events and recognition in newsletters**.**
Student Measure #1: 90% of students will be taught by licensed teachers	**Student Measure #2:**
Staff Measure #1: By March 2025, division administration will prioritize salary increases and signing bonuses for hard to staff positions.	**Staff Measure #2:** By August 2024, school administration and the hospitality committee will create a staff appreciation calendar and will work to ensure teachers are recognized each month through teacher appreciation activities and other recognition events.

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)
Division staff will bring a budget to the school board and city council that includes pay raises and signing bonuses for hard to staff positions.	December 2024	May 2025	Assistant Superintendent	Local, State, & Federal
Teachers will be recognized through weekly and special events	August 2024	ongoing	Principal	Local

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

Division staff will bring a budget to the school board and city council that includes pay raises and signing bonuses.

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)**
Updated salary scales and signing bonus distribution list	
Monthly hospitality meetings and events calendar	

Domain III: Professional Learning Supports

Barrier(s): Intervention and remediation time in the classroom.

SMART Goal Statement: By June 2025, math and English will have continued to successfully implement intervention and remediation time within the double block of instruction.

(Evidence-based) Strategy Name: None available. **Tier of Evidence:**	**Description:** In August of 2023, DMMS implemented a protected 30-45 minute intervention block for students to receive research based intervention. We plan to continue this structure, thus double blocking math and English and reducing the remainder of the classes to 45 minutes.
Student Measure #1: At least 70% of students will pass CFAs in core content classes, as well as SOL tests in science, English, math, and social studies by May 2025.	**Student Measure #2:**
Staff Measure #1: 100% of math and English staff will implement target interventions and enrichment lessons with students.	**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 will be provided for math and English interventions	August 2024	June 2025	English and Math MCLs, Principal	local and state funding
Walkthroughs will be completed during intervention time to ensure fidelity of implementation and effective instruction	August 2024	June 2025	English and Math MCLs, Principal	local and state 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 Supervisors 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 science teachers. Look fors include showing evidence of aligned content delivery, data-driven differentiation, and student engagement (observation schedules).	

Domain IV: School Climate Supports - Chronic Absenteeism

Barrier(s): Student Engagement

SMART Goal Statement: By June 2025, we will continue to reduce our chronic absenteeism rate to 15% or below.

Chronic Absenteeism Rate		
3 Year Average	**22-23**	**23-24**
20.49%	23.35%	17.63%

(Evidence-based) Strategy Name: Implementation of the attendance plans as written. **Tier of Evidence:** Moderate	**Description:** Attendance plans will be developed for students who have missed 7 days of school, then reevaluated after 10 day letters and corresponding meetings held as a result of the letter. In addition, we are implementing check in phone calls after 5 accumulated absences. This is for unexcused absences. For excused absences, students receive a letter after 10 days of missed school.
Student Measure #1: There will be a reduction of chronic absenteeism to 15% or less.	**Student Measure #2:**
Staff Measure #1: Staff will collect data on the 24-25 DMMS attendance spreadsheet as they work through the process of weekly meetings, letters, and other attendance measures.	**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 meetings- Meetings will be held with school counselors, admin team, and the school social worker to discuss specific students and their attendance plans.	August 2024	June 2025	Administrative Team	local, state

Counseling groups- School counselors will implement specific, targeted groups for attendance related concerns. These groups will be held throughout the school day.	September 2024	June 2025	Administrative Team and School Counselors	local, state
PBIS Events and Attendance Incentives - PBIS events will be held throughout the school year to incentivize attendance and appropriate behaviors. In addition, we will have at least 2 attendance incentives throughout the year to promote school attendance.	August 2024	June 2025	Administrative Team	local, state

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

Division staff will work with the principal to ensure accurate data is collected and division level procedures are followed.

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)
Monthly attendance data shared by principal with school staff (data reports)	
Attendance incentives planned for students (calendar of events)	
Family and community involvement events (calendar of events)	

Domain IV: School Climate Supports - Discipline

Barrier(s): School Belonging

SMART Goal Statement: Monthly discipline data will show a reduction of 10% form the 23-24 school year.

(Evidence-based) Strategy Name: Create personalized communities with staff support. **Tier of Evidence:** Moderate	**Description:** Pride Teams have been created where teachers share common groups of students. Teams meet at least monthly, sometimes biweekly, to discuss and address the needs of all students.
Student Measure #1: Monthly discipline data will show a reduction of 10% form the 23-24 school year.	**Student Measure #2:**
Staff Measure #1: Staff will continue to document referrals in PBIS rewards, as well as give points to students in PBIS rewards. PBIS meetings will occur monthly, as well as Student Success Meetings will occur weekly. During these meetings, specific interventions, as well as holistic overall structures are discussed.	**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)
PBIS Incentives Monthly PBIS Incentives will be provided for students. Students have targeted behavior dates for these incentives.	August 2024	June 2025	Administrative Team	local and state
PBIS Meetings PBIS meetings will be held monthly to discuss overall implementation and structures. These meetings are led by the school counselors.	August 2024	June 2025	Administrative Team and School Counselors	local and state

Student Success Team Meetings Teams meet each Friday to discuss behavioral, academic, attendance, and social emotional challenges for all students.	August 2024	June 2025	Administrative Team	local and state
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division will provide monthly discipline referral data and provide social worker support to families				
<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal. <u>Analysis</u>: Address impact and next steps.				
Evidence of Progress (update monthly)		**Analysis of Progress (update monthly)**		
Monthly PBIS Data shared with staff through the Riflemen Review				
PBIS Walkthroughs and data collection.				