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.
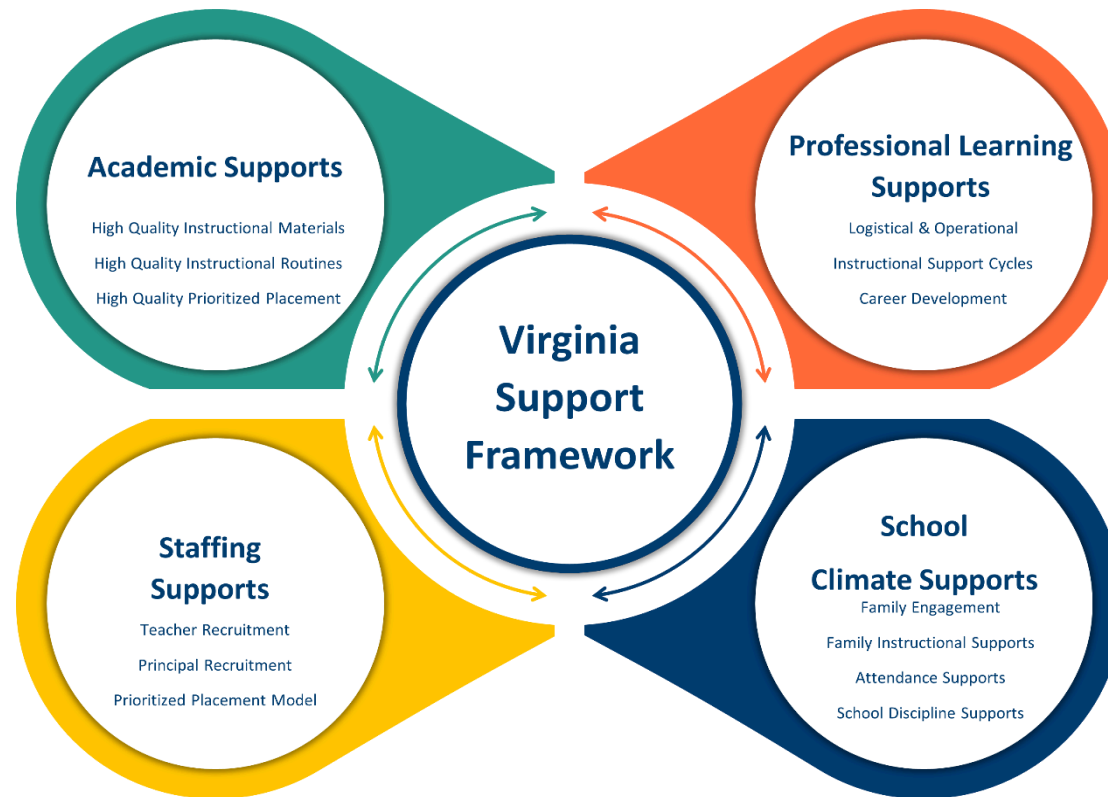
Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework. [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. The program 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:** Garland R. Quarles Elementary School
Principal: Joanie Hovatter	**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.

Routinely Involve Internal and External Stakeholders in the School Improvement Process:
Our school began assessing our needs in June 2024, following the completion of the Standards of Learning Assessments in May 2024 for students in grades three and four in English/Language Arts and Math and Virginia Studies. Moreover, we also collected and analyzed data from the year's Multiple Tiered Support Systems (MTSS) documents via our school division; Positive Behavior Intervention System (PBIS) Rewards for discipline data; Panorama Student and Staff Climate Survey and Panorama Student Well-Being Survey for trend data; and overall constant monitoring of attendance data.

Selecting evidence-and-research-based strategies:
We will be using the Virginia Department of Education (VDOE's) list of approved curricula and interventions for Reading to promote student growth. We created a master schedule with the designated minutes per content area and making sure to have all components (Shared Reading, English/Language Arts, and Differentiated Instruction) blocks in place. We also plan for multiple family engagement nights at the division and school level for the 2024-2025 school year to strengthen the partnership with all internal and external stakeholders.

Developing, implementing, monitoring, and evaluating the plan:
Our school meets bi-weekly with our leadership team to plan, adjust, monitor, and evaluate our plan of improvement. In addition, we have weekly meetings with our Master Teachers at each grade level and our Reading Specialist and Interventionist and Administration. We also meet weekly with our Alignment, Curriculum, and Efficiency (ACE) team which is our administration and Reading Specialist and Interventionist to make sure we are in alignment with our division's directives for content areas. We send weekly communications with families highlighting the learning at GQES.

Domain I: Academic Supports - Reading	Content Area: Reading

Barrier(s): Alignment of Tier One instruction by raising expectations with our subgroups and supports (English Language Learners and Special Education students)

SMART Goal Statement: By June 2025, 75% of students in the identified subgroups: 8 out of 10 black students, 44 out of 55 of our ELL students, 8 out of 11 multi-race students, and 11 out of 17 Special Education students will pass their English Language Arts (ELA) Standard of Learning (SOL) Test) showing proficiency or demonstrate growth in Reading, based on grades 3 and 4 student performance. Moreover, GQES students in grades 3 and 4 will increase pass advanced rate on the ELA (SOL) by 10%.

(Evidence-based) Strategy Name:
Tier of Evidence:
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
	Description:
	● 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)
	  ○ Activating prior knowledge
	  ○ Questioning
	  ○ Visualization
	  ○ Monitoring, clarifying, or fix-up

	○ Inference
	○ Retelling
	
	● 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

Student Measure #1: Virginia Assessment Language Literacy Screening System (VALLSS) Screening Fall (Grades 1-4)	**Student Measure #2:** Fall Growth Assessment (FGA) for English/Language Arts (ELA) Winter Growth Assessment (WGA) for English/Language Arts (ELA) Standards of Learning (Spring) for English/Language Arts (ELA)
Staff Measure #1: GQES leadership team monitors the English/Language Arts (ELA) curriculum for alignment and student progress as evidenced in the data minutes.	**Staff Measure #2:** Virginia's Visualization And Analytics Solution (VVAAS) will be the platform to navigate the student measure with staff impact.

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 a Virginia Department of Education (VDOE's) approved knowledge building curriculum, Bookworms—by classroom teachers and resource/special education teachers daily via Professional Learning Communities (PLC's) and Multiple Tiered Support Systems (MTSS) monitoring	8/12/24	5/30/25	Administrative team at GQES; Master Teachers; Reading Specialists; Division level Literacy Supervisor, Special Education Specialists, Case Managers	
Alignment of goals for (Special Education team, English Language Learner team, Reading Specialist team, Master Teacher teams, Specials teams) to track student growth via World Class Instructional Design and Assessment (WIDA), Individual Education Plans (IEP), and Literacy Plans.	8/12/24	5/30/25	SPED teachers, ELL teachers, Reading Specialists, Master Teachers, Specials teachers; Administration, Division Level Literacy Supervisor, Executive Director of Instruction, Special Education Division Director, Case Managers, Special Education Division Support Team	
Administration of the Virginia Assessment of Language and Literacy Screening System (VALLSS) for grades 1-4 on 8/26/24-9/13/24 whereby all teachers must make significant changes for any student in high risk or moderate risk bands as monitored by the individual reading plans and tiering students via the multiple tiered support systems process (MTSS).	8/12/24	5/30/25	Administrative team at GQES; Master Teachers; Reading Specialists; Division level Literacy Supervisor, Special Education Specialists, Case Managers	

Participation in division and school sponsored literacy nights for families, minimum of three events throughout the year.	8/12/24	5/30/25	Administrative team at GQES; Master Teachers; Reading Specialists; Division level Literacy Supervisor, all classroom teachers	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
Winchester Public Schools will support professional development as needed based on observations, walk throughs, and feedback and monitoring overall student growth.

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.	Tier 2 and Tier 3 students must show progress via MTSS interventions and making sure students who are functioning well in Tier 1 are also showing growth via analysis of data three times a year: Fall, Winter, Spring.

Domain I: Academic Supports - Math	Content Area: Math

Barrier(s): Alignment of Tier 1 instruction with our subgroups and supports (ELL/SPED); orienting new teachers to the division to the multiple 'clicks 'to locate resources and strategies for Math

SMART Goal Statement: By June 2025, 75% of students in the identified subgroups: 8 out of 10 black students, 44 out of 55 of our ELL students, 8 out of 9 multi-race students, and 11 out of 17 SPED students will pass their Math Standards of Learning (SOL) test, showing proficiency or demonstrate growth in Math, based on grades 3 and 4 student performance. Moreover, GQES students in grades 3 and 4 will increase their pass advanced rate on the Math (SOL) by 10%.

(Evidence-based) Strategy Name:	Description:
Tier of Evidence:	
Assist students struggling with mathematical proficiency by providing the following interventions during instruction:	**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.
• Providing systematic instruction	
• Incorporating Mathematical Language and Number Lines	
• Using representations	
• Integrating Word Problems	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.
Description of intervention:	
• **Systematic Instruction:** Provide systematic instruction during intervention to develop student understanding of mathematical ideas.	• **Recommendation 1: Systematic Instruction**
• **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.	○ 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.
• **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 idea	■ 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 for's within student work. These
Tier: 1 (Strong Evidence)	

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

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<td>connected to number lines with fractions and decimals.

○ Tier 3 - Kickstart

■ Number paths and lines are utilized as students work on counting skills and 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 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

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Student Measure #1: Progress will be tracked using the Math assessments from Bridges and through MTSS progress monitoring.	**Student Measure #2:**
Staff Measure #1: The division Math Specialist will work closely with the GQES Interventionist and leadership team to ensure the Math curriculum is aligned to the cognitive level of the Math Standards of Learning test.	**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 as directed from Dr. Jennifer Lemp's professional development and evidenced in PLC meetings weekly	8/12/24	5/30/25	Administrators, building level leaders, Division Math Supervisor, Interventionist at GQES, Special Education team, ELL team	

Tiering of students after screening and interventions at least monthly, and tailored instruction daily	8/12/24	5/30/25	Interventionist, Master Teachers, Administration	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.	
Winchester Public Schools will support professional development as needed via observations, walk throughs, feedback, and student progress with the availability of the division Math supervisor's assistance.	
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	Tier 2 and Tier 3 students must show progress via MTSS interventions and making sure students who are functioning well in Tier 1 are also showing growth via analysis of data three times a year: Fall, Winter, Spring.

Domain II: Staffing Supports

Barrier(s): Finding qualified applicants in a teacher shortage.

SMART Goal Statement: By December 2024, GQES would like to be fully staffed.

(Evidence-based) Strategy Name:	**Description:**
• REL Southwest has supported state education agencies to design and implement "Grow Your Own" teacher programs, which help school districts identify potential teacher candidates and provide them with support to become certified teachers.[3] • [3] Barkowski, E. (2021). *Supporting state education agencies to design and implement Grow Your Own teacher programs*. Retrieved from https://ies.ed.gov/ncee/rel/Products/Blog/100453 **Tier of Evidence:** Strong	GYO programs are a popular teacher recruitment strategy because of their potential to simultaneously solve multiple teacher workforce challenges. By recruiting locally, GYO programs may increase local teacher supply, because teaching candidates are more likely to teach close to home. This influx of local teachers could possibly reduce teacher shortages, which are concentrated in particular schools and regions. In addition, GYO programs may promote teacher diversity, because these programs recruit from groups—such as paraprofessionals and high school students—that are often more diverse than the current teacher workforce. Further, GYO programs may lead to improved teacher retention and effectiveness. Local teachers have higher retention rates and are slightly more effective than other teachers, and research documents that teachers of color are a critical resource for the academic success of all students, especially students of color.

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

Staff Measure #1: Exit interviews conducted by and with building level administration where the data is shared.	**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)**
Coordinate with HR office on how to best 'grow our own' teachers	8/12/24	5/30/25	Director of Human Resources and Central Administrative Office team	

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): Having the opportunity to analyze what our school actually needs and then setting a course forward instead of trying to implement multiple areas at the risk of doing too much, not well.

SMART Goal Statement: We will organize and borrow from other schools' usage of re-arranging a specials schedule for a day of full planning for all staff who are involved with Tier 3 students in Reading and using any assigned days/times to further explore Bookworms curriculum.

(Evidence-based) Strategy Name: **Tier of Evidence:** Teacher Collaboration Moderate to strong	**Description:** Strong social connections among teachers may benefit students. Collaborative approaches to using student test score data might improve the effectiveness of data-informed school improvement efforts. Schools with lower teacher turnover tend to be more collaborative.
Student Measure #1:	**Student Measure #2:**
Staff Measure #1:	**Staff Measure #2:** Panorama Survey

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)
Protect teachers' time at professional development days and align the PD with what our course forward is instead of doing too many things, not well	8/12/24	5/30/25	GQES Administration	
Create opportunities for daily productive collaboration and after fall, winter, and spring assessments—provide a data day to analyze as teams	8/12/24	5/30/25	GQES Administration/GQES leadership team	

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

Division leaders will work with GQES administration to make sure our course forward is being 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)**
Check point conversations quarterly with GQES faculty and staff	Noticing patterns

Domain IV: School Climate Supports - Chronic Absenteeism

Barrier(s): Homelessness and Families in crisis affects school attendance.

SMART Goal Statement: By June 2025, Garland R. Quarles Elementary School will reduce chronic absenteeism by 10% through the implementation of targeted interventions addressing root causes for absences (transportation, health issues, lack of parental involvement, etc.)

(Evidence-based) Strategy Name: Tier of Evidence: Attendanceworks.org Strong	Description:
Student Measure #1: Starting the 2024-2025 school year, individual conferences or phone calls were held with every one of the 46 chronically absent students from 2023-2024.	**Student Measure #2:**
Staff Measure #1: Teachers call parents when students are absent to report they were missed at school. Administration and counselor monitor at 5, 7, and 10 day absences and follow board policies in communication.	**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)
Teachers daily track attendance; administration reports attendance bi-weekly via leadership team meetings	8/12/24	5/30/25	Teachers/Administration	
The division level central administrative office tracks school wide attendance monthly.	8/12/24	5/30/25	Central Administrative Office	
GQES administration and counselor will track attendance, send out 5 day letters, conduct meetings at 7 days and send letters, and communicate with our school social worker to have 10 day meetings with letters for unexcused absences.	8/12/24	5/30/25	GQES Administration GQES Counselor GQES Social Worker	

GQES will coordinate after school tutoring to help students who are chronically absent regain educational hours.	8/12/24	5/30/25	GQES Teachers	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.
Winchester Public Schools communicates the importance of regular school attendance and provides incentives for overall school attendance.

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 is shared by student services department and shared with all staff	August-May

Domain IV: School Climate Supports - Discipline

Barrier(s): Lack of understanding about rough and tumble play

SMART Goal Statement: By June 2025, discipline data will demonstrate teachers have become more skilled at understanding rough and tumble play at recesses.

(Evidence-based) Strategy Name: Rough and Tumble Play Research **Tier of Evidence:**. Strong	**Description:** https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8507902/
Student Measure #1: Student discipline reports will decrease by 15% for horseplay at recess by June 2025.	**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)
Use Positive Behavior Intervention System (PBIS) data from PBIS Rewards bi-montly at leadership meetings which is shared with whole faculty	8/12/24	5/30/25	Administration School Counselor Interventionist Leadership Team Master teachers PBIS Team	
Provide school level professional development, based on the PBIS rewards data reviewing hotspots,time of incidents, and give strategies for resolution.	8/12/24	5/30/25	Administration School Counselor Interventionist Leadership Team PBIS Team	
Beginning of year effective discipline expectations are set by GQES administration for all positive behavior intervention system requirements.	8/12/24	5/30/25	Administration School Counselor Interventionist Leadership Team PBIS Team	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.	
Twice a year, the Central Administrative Office conducts a tiered fidelity positive behavior intervention system survey to students and staff.	
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)**
See PBIS rewards data (reported bi-weekly)	