

# Virginia's Comprehensive School Support Plan

Virginia's comprehensive school support plan (CSSP) integrates findings from Virginia's needs assessment to help guide schools as they prioritize work, predict and neutralize barriers, and catalyze transformative practices that will improve student outcomes. There are four sections to the comprehensive school support plan, aligned to the Virginia Support Framework:

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

High-quality plans support school leaders as they work to allocate human and fiscal resources, establish short-and long-term goals, monitor processes, and scale successes. Specifically, a high-quality plan is:

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

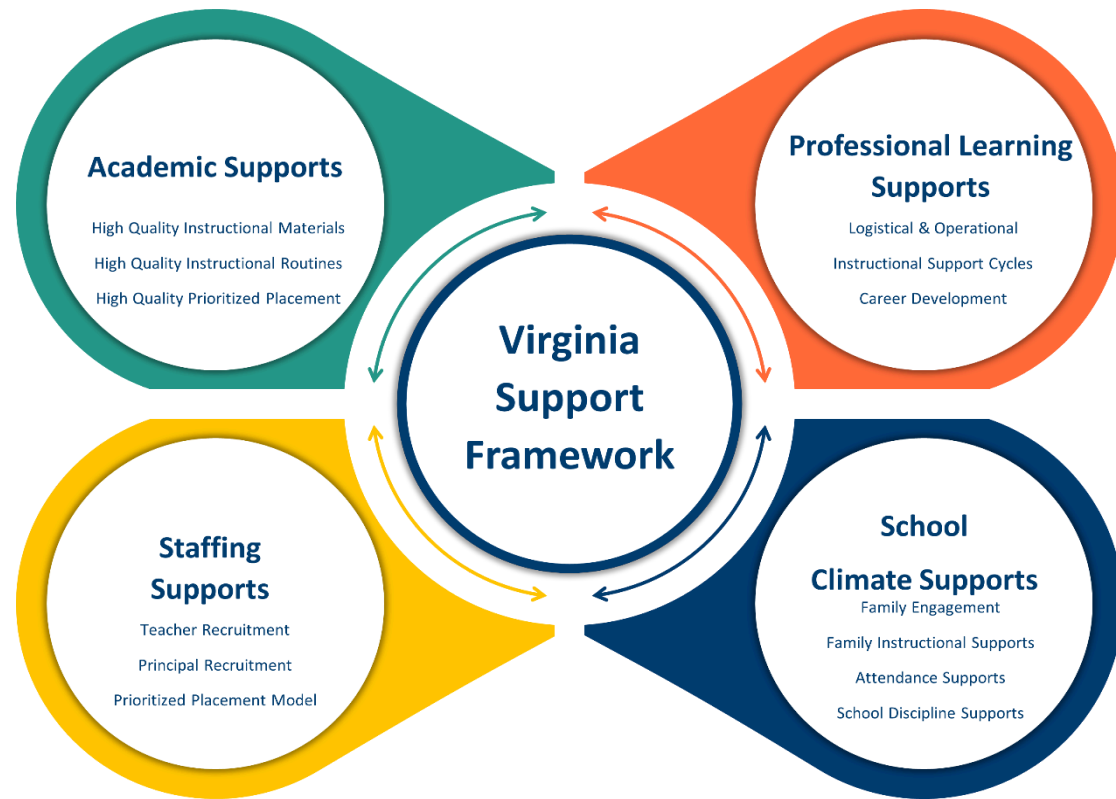
Effective plans are based on the most important changes needed in the school and demonstrate alignment to federal, state, division, and school priorities by relating goals, measures, strategies, and resources to division plans, federal and state laws and guidance, including Virginia's Support Framework.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

How to use the Virginia Comprehensive School Support Plan:

1. Review the Virginia Support Framework domains and the results of the Virginia Support Framework Needs Assessment.
2. Become familiar with the explanation and example of the Comprehensive School Support Plan template which includes a description and example for each item.
3. Complete the profile information, providing information on designations, School Quality Indicators, Levels, and/or federal identification. An overview of the internal and external stakeholder, including families, that have been engaged in the school improvement process should also be documented.
4. Use the results from the needs assessment to develop the plan for each domain and indicator, including **barriers** from a root-cause analysis **establishing SMART goals**, the **alignment to evidence and research-based strategies**, the **development and implementation of the plan**, and the artifacts to be regularly collected and analyzed for **progress monitoring**.

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



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

## Profile Information

**Division:** Winchester Public Schools

**School:** Daniel Morgan Intermediate School

**Principal:** Sam Gates

**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.***

Our school is committed to involving both internal and external stakeholders in every phase of the school improvement process. This collaborative approach ensures that our strategies are evidence-based, research-driven, and aligned with the needs of our students and community.

### **Conducting the Needs Assessment:**

The needs assessment was conducted using current data, which was shared with the School Quality Team. This team includes representatives from various stakeholder groups, ensuring a broad perspective in identifying areas of need. Additionally, feedback was sought from division central office personnel, who provided valuable insights and expertise to guide the assessment process.

### **Selecting Strategies and Developing the Plan:**

In developing our school improvement plan, we engaged closely with division supervisors, Multi-Classroom Leaders (MCLs), and the School Quality Team. This collaboration allowed us to identify evidence-based strategies that are tailored to our school's unique context. The draft plan was then reviewed and refined based on input from these key stakeholders.

### **Implementing, Monitoring, and Evaluating the Plan:**

Once the plan was developed, it was presented to the entire staff during a faculty meeting, where teachers and staff members were invited to provide feedback and suggest further refinements. The plan was also shared at a Parent Advisory Meeting, ensuring that parents and guardians had an opportunity to contribute their perspectives.

To ensure ongoing accountability and progress, the School Quality Team will meet bi-monthly to review the plan and monitor its implementation. Additionally, MCLs will conduct quarterly reviews with the administrative team to discuss progress and make necessary adjustments. This continuous cycle of monitoring and feedback will help us remain responsive to the needs of our students and community, ensuring that our school improvement efforts are both effective and sustainable.

**Domain I: Academic Supports - Reading****Content Area: Reading**

**Barrier(s):** New Special Education staff members at both grade levels and new structure with adding a self-contained ELA class.

**SMART Goal Statement:** By the end of the 24-25 school year, we will increase the pass rate of students in the SPED subgroup on the English/Language Arts SOL test from 57% to 70% by enhancing vocabulary instruction and reading comprehension skills.

**(Evidence-based) Strategy Name:** Provide Reading Interventions for Students in Grades 5-6 by:

- Teaching decoding skills
- Incorporating fluency building activities
- Using comprehension building practices

**Tier of Evidence:** Strong

- Build students' decoding skills so they can read complex multisyllabic words
  - Identify the level of students' word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary.
  - Teach students a routine they can use to decode multisyllabic words.
  - Embed spelling instruction in the lesson.
  - Engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.
- Provide purposeful fluency-building activities to help students read effortlessly
  - Provide a purpose for each repeated reading.
  - Focus some instructional time on reading with prosody.
  - Regularly provide opportunities for students to read a wide range of texts.
- Routinely use a set of comprehension-building practices to help students make sense of the text by:
  - Building students' world and word knowledge so they can make sense of the text
  - Consistently provide students with opportunities to ask and answer questions to better understand the text they read

**Description:**

- Build students' decoding skills so they can read complex multisyllabic words
  - Shared Reading and DI components of the Bookworms curriculum
  - Supplement, as need, with explicit instruction in the 6 syllable types
  - Intervene using SPIRE intervention materials for striving readers
- Provide purposeful fluency-building activities to help students read effortlessly
  - Shared Reading and DI components of the Bookworms curriculum
  - Supplement with time repeated readings
- Routinely use a set of comprehension-building practices to help students make sense of the text by:
  - Shared Reading, ELA, and DI components of the Bookworms curriculum
  - Supplement with 95% Comprehension curriculum

<ul style="list-style-type: none"> <li>○ Teaching students a routine for determining the gist of a short section of text</li> <li>○ Teaching students to monitor their comprehension as they read</li> </ul>	
<b>Student Measure #1:</b> 75% of students will pass Common Formative Assessments (CFAs) and SOL tests in reading by May 2025.	<b>Student Measure #2:</b> 70% of students will pass their Oral Reading Fluency (ORF) assessments by May 2025.
<b>Staff Measure #1:</b> The division Literacy Supervisor, Special Education Specialist, and school instructional staff will work to ensure the English curriculum is aligned to the cognitive level of the SOL and will provide professional development and support to English teachers on providing students with engaging instructional delivery that supports the science of reading.	<b>Staff Measure #2:</b>

### 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
Division Special Education Specialist will lead regular professional development and meet individually with teachers as needed to ensure instruction is aligned and appropriately modified to meet student needs through training, monitoring, and providing feedback.	July 2024	August 2025	Division SPED Supervisor and Principal	State and local funding
Frequent walkthroughs will be done to make sure that feedback is explicit and consistent and to ensure a commitment to differentiation in the	August 2024	May 2025 and ongoing	Division Literacy Supervisor, Principal, ESOL Coordinator, and	State and local funding

following ways: content, task, materials, and environment.			Special Education Supervisor	
PLCs will meet bi-weekly to monitor student progress, analyze assessment data, and adjust instruction as needed. This process will ensure that students receive targeted Tier 2 and Tier 3 instruction based on their specific needs.	August 2024	May 2025	Multi-Classroom Leaders (MCLs), Administrators	State and local funding
Teachers will incorporate explicit vocabulary instruction across all content areas to enhance students' word knowledge, which is crucial for reading comprehension. This will include the use of vocabulary journals, word walls, and focused vocabulary activities. Instructional strategies will be shared and discussed during monthly PLC meetings.	August 2024	May 2025	Multi-Classroom Leaders (MCLs), Administrators	State and local funding
The MTSS team will meet monthly to review student data, tier students based on their academic needs, and identify appropriate interventions. Students not making adequate progress will be monitored closely and adjustments to interventions will be made as necessary.	August 2024	May 2025	Multi-Classroom Leaders (MCLs), Administrators, Interventionists	State and local funding
Students identified through the MTSS process as needing additional support in reading will receive 45 minutes of daily SPIRE intervention. This evidence-based program will be implemented by reading specialists. Progress will be monitored bi-weekly, and adjustments will be made based on student growth.	August 2024	May 2025	Multi-Classroom Leaders (MCLs), Administrators, Interventionists	State and local funding
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
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).

The MTSS spreadsheet will be updated throughout the year as screeners are completed. Students not making adequate progress will become part of the monthly MTSS meeting (agendas)

Domain I: Academic Supports - Math		Content Area: Math
<b>Barrier(s):</b> New Special Education staff members at one grade level and new structure with adding a self-contained Math class.		
<b>SMART Goal Statement:</b> By the end of the academic year, increase the pass rate of students in the SPED subgroup on the Mathematics state assessment from 60% to 70% by improving problem-solving skills, particularly with fractions and decimals.		
<b>(Evidence-based) Strategy Name:</b> Improving Mathematical problem solving in grades 4 through 8: <ul style="list-style-type: none"> <li>● Teach students how to use visual representations.</li> <li>● Expose students to multiple problem-solving strategies.</li> <li>● Help students recognize and articulate mathematical concepts and notation.</li> </ul> <b>Description of Intervention:</b> <ul style="list-style-type: none"> <li>● Teach students how to create visual representations of relevant information in a problem,</li> <li>● Encourage students to explore multiple ways to solve a problem</li> <li>● Demonstrate how to break a problem into steps that can then be expressed through formal mathematical notation.</li> </ul> <b>Tier of Evidence:</b> 2 Moderate Evidence		<b>Description:</b> All students in Grades 5 & 6 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.
<b>Student Measure #1:</b> 70% of students will pass Common Formative Assessments (CFAs) and SOL tests in math by May 2025.		<b>Student Measure #2:</b>
<b>Staff Measure #1:</b> The division Math Supervisor and school instructional staff will work to ensure the Math curriculum is aligned to the cognitive level of the SOL and will provide professional development and support to Math teachers on providing students with engaging instructional delivery that aligns with the math workshop model.		<b>Staff Measure #2:</b>



## Action Plan

Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
The division Math Supervisor will lead curriculum development teams to ensure the Math curriculum is aligned to the cognitive level of the SOL and follows the math workshop model.	July 2024	August 2025	Division Math Supervisor and Principal	State and local funding
Frequent walkthroughs will be done to make sure that feedback is explicit and consistent and to ensure a commitment to differentiation in the following ways: content, task, materials, and environment.	August 2024	May 2025 and ongoing	Division Math Supervisor, Principal, and Special Education Supervisor	State and local funding
PLCs will meet bi-weekly to monitor student progress, analyze assessment data, and adjust instruction as needed. This process will ensure that students receive targeted Tier 2 and Tier 3 instruction based on their specific needs.	August 2024	May 2025	Multi-Classroom Leaders (MCLs), Administrators	State and local funding
The MTSS team will meet monthly to review student data, tier students based on their academic needs, and identify appropriate interventions. Students not making adequate progress will be monitored closely and adjustments to interventions will be made as necessary.	August 2024	May 2025	Multi-Classroom Leaders (MCLs), Administrators, Interventionists	State and local funding
Students identified through the MTSS process as needing additional support in math will receive 45 minutes of daily Bridges intervention. This evidence-based program will be implemented by trained teachers. Progress will be monitored bi-weekly, and adjustments will be made based on student growth.	August 2024	May 2025	Multi-Classroom Leaders (MCLs), Administrators, Interventionists	State and local funding

Division Special Education Specialist will lead regular professional development and meet individually with teachers as needed to ensure instruction is aligned and appropriately modified to meet student needs through training, monitoring, and providing feedback.	July 2024	August 2025	Division SPED Supervisor and Principal	State and local funding
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
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.				
<b><u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</b> <b><u>Analysis:</u> Address impact and next steps.</b>				
<b>Evidence of Progress (update monthly)</b>		<b>Analysis of Progress (update monthly)</b>		
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).				
The MTSS spreadsheet will be updated throughout the year as screeners are completed. Students not making adequate progress will become part of the monthly MTSS meeting (agendas)				

Domain I: Academic Supports - Science		Content Area: Science		
Barrier(s): SOL assessment covers both 4th and 5th grade standards, but our school only has authority over the instruction in 5th grade.				
SMART Goal Statement: By the end of the academic year, increase the pass rate of all students on the Science state assessment from 54% to 70% by strengthening understanding of key scientific concepts through hands-on learning experiences and interdisciplinary integration.				
<p><b>(Evidence-based) Strategy Name:</b> Encouraging Girls in Math and Science by:</p> <ul style="list-style-type: none"><li>• Connecting math and science activities to careers</li><li>• Providing ongoing access to resources</li></ul> <p><b>Description of Intervention:</b></p> <p>Teachers will create a classroom environment that sparks initial curiosity and fosters long-term interest in math and science by:</p> <ul style="list-style-type: none"><li>○ Choosing activities connecting math and science activities to careers in ways that do not reinforce existing gender stereotypes and choosing activities that spark initial curiosity about math and science content.</li><li>○ Providing ongoing access to resources for students who continue to express interest in a topic after the class has moved on to other areas.</li></ul> <p><b>Tier:</b> Tier 3 (Promising)</p>		<p><b>Description:</b></p> <ul style="list-style-type: none"><li>• Embed mathematics word problems and science activities in contexts that are interesting to both boys and girls.</li><li>• Provide students with access to rich, engaging relevant informational and narrative texts as they participate in classroom science investigations.</li><li>• Capitalize on novelty to spark initial interest. That is, use project-based learning, group work, innovative tasks, and technology to stir interest in a topic.</li><li>• Encourage students to examine their beliefs about which careers are typically male-oriented and female-oriented. Encourage these students to learn more about careers that are interesting to them but that they believe employ more members of the opposite gender.</li><li>• Connect mathematics and science activities to careers in ways that do not reinforce existing gender stereotypes of these careers.</li></ul>		
<p><b>Student Measure #1:</b></p> <p>70% of students will pass Common Formative Assessments (CFAs) and SOL tests in math by May 2025.</p>		<p><b>Student Measure #2:</b></p>		
<p><b>Staff Measure #1:</b></p> <p>The division Science Supervisor and school instructional staff will work to ensure the Science curriculum is aligned to the cognitive level of the SOL and will provide professional development and support to Science teachers on providing students with engaging instructional delivery that utilizes that scientific phenomena approach.</p>		<p><b>Staff Measure #2:</b></p> <p>The science teachers will be trained in two evidence-based instructional strategies, the Scientific Phenomena Approach and Scientific Sensemaking through professional development. Through this work, there is a shared access and knowledge of instructional best practices in science.</p>		
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 follows the math workshop model.	July 2024	August 2025	Division Science Supervisor and Principal	State and local funding
Frequent walkthroughs will be done to make sure that feedback is explicit and consistent and to ensure a commitment to differentiation in the following ways: content, task, materials, and environment.	August 2024	May 2025 and ongoing	Division Science Supervisor, Principal, ESL Supervisor, and Special Education Supervisor	State and local funding
PLCs will meet bi-weekly to monitor student progress, analyze assessment data, and adjust instruction as needed. This process will ensure that students receive targeted Tier 2 and Tier 3 instruction based on their specific needs.	August 2024	May 2025	Multi-Classroom Leaders (MCLs), Administrators	State and local funding
The MTSS team will meet monthly to review student data, tier students based on their academic needs, and identify appropriate interventions. Students not making adequate progress will be monitored closely and adjustments to interventions will be made as necessary.	August 2024	May 2025	Multi-Classroom Leaders (MCLs), Administrators, Interventionists	State and local funding
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
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.				
<b><u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</b>				
<b><u>Analysis:</u> Address impact and next steps.</b>				
<b>Evidence of Progress (update monthly)</b>		<b>Analysis of Progress (update monthly)</b>		
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).				
The MTSS spreadsheet will be updated throughout the year. Students not making adequate progress will become part of the monthly MTSS meeting (agendas)				

Domain II: Staffing Supports				
Barrier(s): Competing with the salary scales in neighboring school divisions				
SMART Goal Statement: Reduce SPED employee migration from DMIS to neighboring divisions by 20% through the implementation of targeted retention strategies, adjustments to the compensation structure, and increased support at both the school and division level.				
(Evidence-based) Strategy Name: Competitive salary, bonuses, and staff recognition efforts		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.		
Tier of Evidence: Choose an item.				
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
Division staff will offer provisionally licensed and long term substitute SPED teachers ongoing professional development tailored to their specific needs, through monthly meetings and professional development days.	August 2024	May 2025	Division SPED Director	Local, State, & Federal
Pair new SPED teachers with SPED mentors who can provide guidance, support, and encouragement. The mentorship program will include regular check-ins, classroom observations, and feedback sessions.	August 2024	May 2025	Administrators, Mentor teachers, Lead Mentor	Local

Frequent walkthroughs will be done to make sure that feedback to SPED teachers is explicit and consistent.	August 2024	May 2025 and ongoing	Division SPED Supervisor, Administrators	State and local funding
Monthly SPED department meetings with all school based teachers to provide professional development, set consistent expectations, and offer support. These will be attended by all SPED teachers, administrators, and division staff as needed.	August 2024	May 2025 and ongoing	Administrators, SPED Chair, Division SPED staff	State and local funding
Division Special Education Specialist will lead regular professional development and meet individually with teachers as needed to ensure instruction is aligned and appropriately modified to meet student needs through training, monitoring, and providing feedback.	July 2024	August 2025	Division SPED Supervisor and Principal	State and local funding
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
Division staff will bring a budget to the school board and city council that includes pay raises and signing bonuses.				
<b><u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</b>				
<b><u>Analysis</u>: Address impact and next steps.</b>				
<b>Evidence of Progress (update monthly)</b>		<b>Analysis of Progress (update monthly)</b>		
Updated salary scales and signing bonus distribution list				
Monthly hospitality meetings and events calendar				

### 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 core teachers will receive targeted professional development on Tier 2 intervention strategies and differentiation.

**(Evidence-based) Strategy Name:** Job-embedded professional learning through PLCs and coaching cycles.

**Tier of Evidence:** Choose an item.

**Description:** DMIS teachers will engage in ongoing, collaborative, and practical learning experiences throughout the school day. They will engage in two weekly PLCs to analyze student data, discuss tier 2 interventions, and share best practices for differentiation. These meetings are guided by the MCLs who provide expert input and facilitate discussions. MCLs will also complete at least one coaching cycle with every member of their team to co-teach lessons, observe teachers, and offer personalized feedback.

**Student Measure #1:**

**Student Measure #2:**

**Staff Measure #1:**

MCLs will complete coaching cycles and track progress within the pickup program for each teacher they serve. These will be reviewed with the administrative team bi-weekly.

**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)
All core teachers will receive targeted professional development on Tier 2 intervention strategies and differentiation during faculty meetings. These sessions will focus on evidence-based practices and provide opportunities for teachers to discuss and collaborate on how to implement these strategies in their classrooms.	August 2024	May 2025	Administrators	Local
MCLs will lead bi-weekly PLC meetings where core teachers will collaborate to analyze student data, discuss challenges, and share strategies related to Tier 2 interventions and differentiation. These	August 2024	May 2025	Administrators, MCLs	Local, State

meetings will provide a platform for teachers to learn from each other and apply new strategies directly to their instruction.				
MCLs will conduct coaching cycles with each teacher on their team. These cycles will include observation, feedback, and co-teaching opportunities to support the implementation of Tier 2 intervention strategies and differentiation in the classroom. The progress of these coaching cycles will be tracked using the KickUp platform and reviewed bi-weekly with the administrative team to ensure that teachers are making progress and receiving the support they need.	August 2024	May 2025	Division Executive Director of Instruction, Content Supervisors, Administrators, MCLs	Local, State
The administrative team, in collaboration with MCLs, will conduct quarterly reviews using data from KickUp, classroom walkthroughs, and formal observations. Based on this data, teachers who require additional support will be identified and provided with targeted professional development to address their specific needs. This process ensures that all teachers receive the necessary training to effectively implement Tier 2 interventions and differentiation strategies.	August 2024	May 2025	Administrators, MCLs	Local, State
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
Division staff will help monitor and train multi-classroom leaders in their effectiveness in providing job embedded professional development.				
<b><u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</b>				
<b><u>Analysis:</u> Address impact and next steps.</b>				
<b>Evidence of Progress (update monthly)</b>		<b>Analysis of Progress (update monthly)</b>		
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).				



MCLs will meet with admin bi-weekly to discuss PD needs (agendas).	
Faculty Meetings will be conducted monthly and will include some PD on tier 2 strategies (agendas).	

Domain IV: School Climate Supports - Chronic Absenteeism				
Barrier(s):				
SMART Goal Statement: By the end of the academic year, reduce the percentage of students classified as chronically absent (attendance below 90%) to 15% in both 5th and 6th grades.				
(Evidence-based) Strategy Name: Use of strategies from AttendanceWorks		Description: Family outreach programming through family liaisons, teachers, and administrative staff.		
Tier of Evidence: Choose an item.				
Student Measure #1: Monthly chronic absenteeism data beginning with the 2024-25 school year will be at least 10% lower than it was in the previous school year.		Student Measure #2: Students will meet criteria for participating in attendance incentives.		
Staff Measure #1: Staff will call parents when students accumulate three absences. Future absences will require parents to come in for an attendance conference and a social worker will be assigned to monitor the students' attendance. In addition, PBIS teams will plan attendance incentives for students to encourage regular school attendance.		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 attendance secretary will monitor student attendance, call parents, send attendance letters, and schedule truancy meetings with parents of chronically absent students	August 2024	May 2025	Principal and Family Liaison	Federal and Local
PBIS teams will plan attendance incentives for students to encourage regular school attendance.	August 2024	May 2025	Principal and PBIS team members	State and local
The principal will work with the Family & Community Engagement team to plan parental involvement activities (International Nights, movie nights, awards programs, open houses, and student-led conferences)	August 2024	May 2025	Principal and Family & Community Engagement team members	State and local

An attendance recovery plan will be developed for after school restriction, after school remediation and Saturday school remediation.	June 2024	May 2025	Principal and MTSS team members (including social worker)	Federal, State, and Local
School counseling teams will use data to create small support groups for chronically absent students within their success teams as part of RAMP.	August 2024	May 2025	Principal and MTSS team members (including social worker)	Federal, State, and Local
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
The division will provide monthly attendance data, provide social worker support to families with attendance challenges, and work with court services as needed.				
<b><u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</b> <b><u>Analysis:</u> Address impact and next steps.</b>				
<b>Evidence of Progress (update monthly)</b>		<b>Analysis of Progress (update monthly)</b>		
Monthly attendance data shared by student services department and shared 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):

**SMART Goal Statement:** Decrease incidents of physical altercations and inappropriate physical contact among students by 30% by the end of the school year, aiming to reduce incidents from 167 to 117 for physical contact and from 122 to 85 for fighting.

**(Evidence-based) Strategy Name:** PBIS is a proactive, school-wide approach to improving student behavior and creating a positive school climate. The framework emphasizes the prevention of problem behaviors by teaching and reinforcing appropriate behaviors, consistently applying consequences, and using data to monitor progress and make informed decisions.

**Tier of Evidence:** Strong

### Description:

- Training: School teams are first trained in the PBIS framework.
- Data: Data is used to make informed decisions and to monitor outcomes, practices, and systems.
- Implementation fidelity: Structures and systems are put in place to ensure that PBIS practices are implemented with high fidelity.
- Tiered support: PBIS uses a tiered system of support, with Tier 2 providing targeted interventions for students who are not successful with Tier 1 support alone.
- Schoolwide expectations: Schools define and teach a small number of well-defined, positively stated school wide expectations.
- Prosocial behavior: Schools acknowledge prosocial student behavior.
- Continuum of consequences: Schools establish a continuum of consequences to teach replacement behaviors and ensure consistent discipline.
- School-family partnerships: Schools ensure school-family partnerships.

### Description:

- Training: The entire DMIS staff was trained in our framework by the PBIS committee chair and Dr. Terry Scott during pre-service.
- Data: Data is used to make informed decisions and to monitor outcomes, practices, and systems during monthly PBIS meetings.
- Implementation fidelity: PBIS committee is established to ensure practices are followed.
- Tiered support: DMIS follows the MTSS process to tier students and provide targeted interventions.
- Schoolwide expectations: The Daniel Morgan campus has developed a PBIS framework which outlines specific schoolwide expectations. These are shared with staff and taught explicitly to students in the homeroom classes.
- Prosocial behavior: DMIS plans monthly PBIS events to celebrate positive student behaviors.
- Continuum of consequences: DMIS, in collaboration with Winchester Public Schools central office, developed a continuum of consequences for consistent discipline.

### Student Measure #1:

Monthly discipline data beginning with the 2024-25 school year will be at least 10% lower than it was in the previous school year.

### Student Measure #2:

Students will meet criteria for participating in PBIS incentives.

### Staff Measure #1:

### Staff Measure #2:

Staff will use PBIS rewards to document referrals and use Talking Points to communicate the referral to parents. PBIS meetings will take place monthly to review data, share strategies with departments and communicate with stakeholders.	Staff members will plan meaningful PBIS incentives for students by surveying students to determine incentives and gather interest.
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Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
The PBIS team will be responsible for leading the implementation of the PBIS framework, including setting school-wide expectations, developing a reinforcement system, and analyzing behavior data. The PBIS team will meet monthly to review progress, address challenges, and adjust strategies as needed. These meetings will focus on identifying trends in physical altercations and inappropriate physical contact and determining targeted interventions.	August 2024	May 2025	Administrators, PBIS Chair	Local, state
The MTSS team will hold monthly meetings to review student specific behavior data, discuss the effectiveness of current interventions, and plan for additional interventions.	August 2024	May 2025	Administrators, MTSS team	Local, state
Develop and communicate clear school-wide behavioral expectations and rules to all students and staff. These expectations will be consistently reinforced across all school environments. Teachers will integrate lessons on these expectations into their classroom routines.	August 2024	May 2025	Administrators, PBIS team	Local, state
Implement a system of quarterly incentives to reward students who consistently meet behavioral expectations and avoid physical altercations and inappropriate physical contact. These incentives can include school-wide events, recognition assemblies, or tangible rewards. The PBIS team will plan and oversee these incentives.	August 2024	May 2025	Administrators, PBIS team	Local, state

Identify students who are at higher risk for engaging in physical altercations or inappropriate contact based on behavior data. These students will receive targeted interventions, such as social skills training, conflict resolution workshops, or individual counseling. Progress for these students will be monitored regularly, with adjustments made as necessary.	August 2024	May 2025	School Counselors	Local, state
Ensure that consequences for physical altercations and inappropriate contact are applied consistently and fairly across the school. Teachers and administrators will follow a clear set of guidelines for managing such incidents, ensuring that students understand the seriousness of these behaviors.	August 2024	May 2025	Administrators, PBIS team	Local, state
<b>Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.</b>				
The Division staff will provide for the partnership with Dr. Terry Scott and work with the school to ensure all staff members have appropriate training in PBIS. Division staff will also support the evaluation of PBIS implementation				
<b><u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.</b>				
<b><u>Analysis:</u> Address impact and next steps.</b>				
<b>Evidence of Progress (update monthly)</b>	<b>Analysis of Progress (update monthly)</b>			
The MTSS spreadsheet will be updated throughout the year. Students not making adequate progress will become part of the monthly MTSS meeting (agendas)				
Division staff provide a monthly overview of discipline data for the month (data spreadsheet).				
PBIS team will meet monthly to review the data (agendas).				
Behavior incentives planned for students (calendar of events)				