

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
- Staffing Supports
- Professional Learning Supports
- School Climate Supports

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:

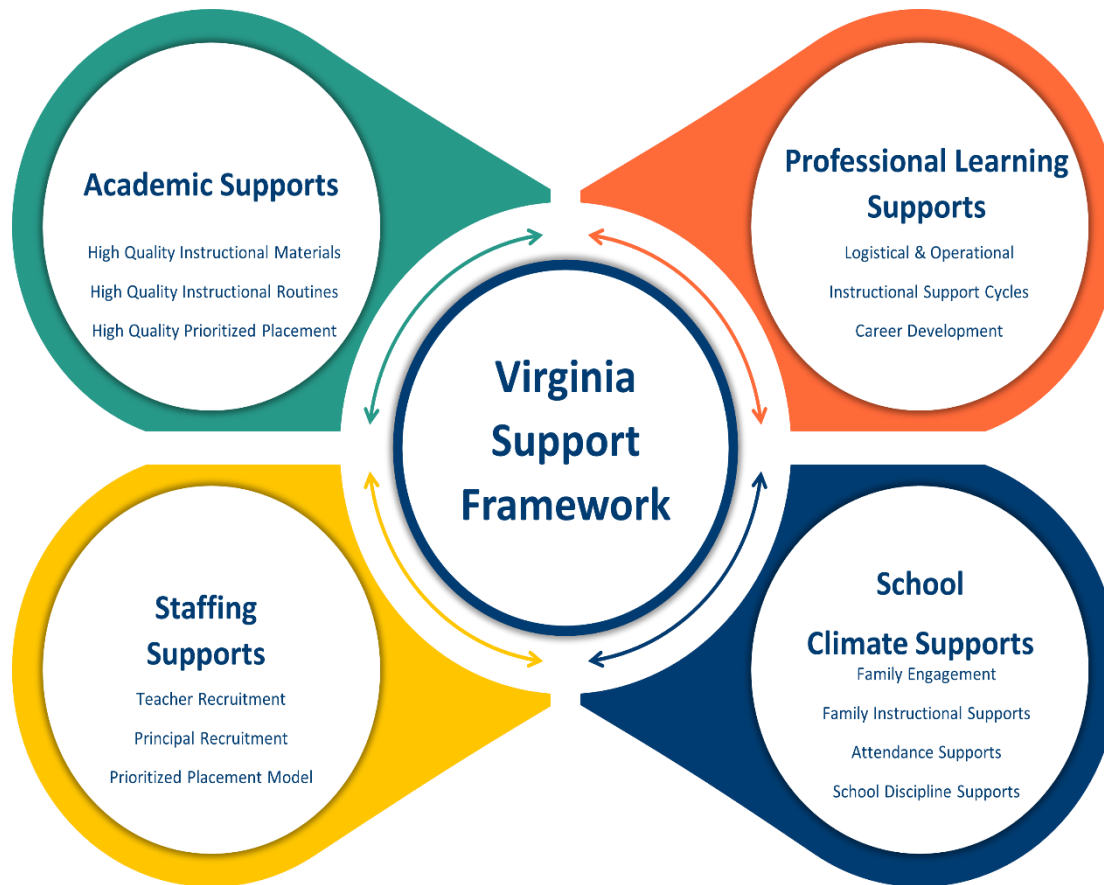
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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**.

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))



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: Warren		School: A.S. Rhodes Elementary		
Principal: Lori Layman		Designations (if applicable):		
Stakeholder/Family Engagement				
<i>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.</i>				
Domain I: Academic Supports			Content Area: English	
Barrier(s): Lack of reading specialist or coach for staff training/assistance; Limited staff to provide intervention; Lack of structured intervention program				
SMART Goal Statement: Resources and instructional strategies for phonological awareness and phonics will be identified and used to increase mastery in those categories to 90% or higher for Kindergarten through second grade students as evidenced by scores on the spring VALLSS.				
(Evidence-based) Strategy Name: Science of Reading Professional Development; Implementation of Science of Reading in reading instruction Tier of Evidence: Strong		Description: As part of the VLA, K-8 educators are required to receive training in evidence-based literacy instruction aligned to science-based reading research. Teachers will participate in science of reading professional development provided by VDOE in coordination with UVA.		
Student Measure #1: 90% or more of K-2 students will meet benchmarks for VALLS subtest scores in phonological awareness and phonics.		Student Measure #2:		
Staff Measure #1: All teaching staff will complete science of reading professional development by May 2025.		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)
1. All teaching staff will complete science of reading professional development by May 2025.	July 2024	May 2025	Principal and VLA Reading Specialist	State funds

2. VLA Reading Specialist and principal will complete monthly walk-throughs to check implementation of science-based reading research.	Sept. 2024	May 2025	Principal and VLA Reading Specialist	Local funds
3. Monthly data meetings will focus on mastery of phonological awareness and phonics for K-2 students.	Sept. 2024	May 2025	Principal and VLA Reading Specialist	Local funds
4. K-2 Intervention groups will be utilized to address areas of phonological awareness and phonics.	Sept. 2024	May 2025	Principal, VLA Reading Specialist, and Student Support Coach	Local funds

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

Virginia Literacy Act Reading Specialist will be assigned to A.S. Rhodes Elementary at least part-time.
 English/Literacy Specialist will provide updates on science of reading professional development and completion by 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)									
1. Percentage of Kindergarten through 2 nd grade students demonstrating mastery of phonics and phonological awareness skills.	Beginning			Middle			End			
	ASR									
	Gr	# at low risk	Total	%	# at low risk	Total	%	# at low risk	Total	%
	K	3	44	6.8%	21	46	45.7%			
	1	17	46	37.0%	19	49	38.8%			
	2	11	40	27.5%	20	40	50.0%			
2. Number of teaching staff who have completed their reading professional development.	20 teachers total: August – 4, September – 0, October – 0, November – 0, December – 1, January – 1, February – 0, March – 0 March update: 6/20 completed									

Domain of Support

Domain II: Staffing Supports				
Barrier(s): Additional paid professional development or course work for the art/music teacher in the non-degreed subject.				
SMART Goal Statement: Art/music teacher will participate in professional development in her non-degreed subject in order to obtain her provisional license by May 2025.				
(Evidence-based) Strategy Name: Subject based professional development Tier of Evidence: Strong		Description: Art/music teacher will participate in professional development in music education to strengthen her teaching of music to K-5 students.		
Student Measure #1: Students will develop skills for individual and ensemble singing performance.		Student Measure #2: Students will develop skills for individual and ensemble instrumental performance.		
Staff Measure #1: Art/music teacher will obtain her provisional license by May 2025.		Staff Measure #2: Art/music teacher will implement a chorus/instrumental program for 3 rd -5 th grade students that includes at least two performances for families.		
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)
1. Art/music teacher will complete professional development for music education.	August 2024	May 2025	Lead Teacher Personnel Department	Local
2. Art/music teacher will implement a chorus/instrumental program for 3 rd -5 th grade students.	August 2024	May 2025	Lead Teacher	Local
3. Art/music teacher will host at least two performances for families with her 3 rd -5 th grade students.	October 2024	May 2025	Lead Teacher	Local
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
New teacher support coordinator will assist the art/music teacher in identifying professional development opportunities related to music education, assign a mentor, and provide a new teacher support plan.				

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)
1. Description of professional development completed.	August – Fine Arts Professional Learning Community, January – WIDA Training, August-current date – Instructional Partnership
2. Dates of 3 rd -5 th grade chorus/instrumental program practice.	Music club – October – 10 students; Music club – March; Art club – March/April – offered due to low interest in music/chorus
3. Dates of 3 rd -5 th grade chorus/instrumental program performances.	Perform at 3 rd Advisory Awards or SOL Pep Rally

[Domain of Support](#)

Domain III: Professional Learning Supports

Barrier(s): Do not have an Instructional Coach assigned to our school; Need Professional Development with consistent feedback; Do not have an Assistant Principal to share work load

SMART Goal Statement: All teachers will participate in professional development regarding science based reading instruction and apply knowledge and strategies in their classes by May 2025.

(Evidence-based) Strategy Name: Science of Reading Professional Development
Tier of Evidence: Strong

Description: As part of the VLA, K-8 educators are required to receive training in evidence-based literacy instruction aligned to science-based reading research. Teachers will participate in science of reading professional development provided by VDOE in coordination with UVA.

Student Measure #1: 90% or more of K-2 students will meet benchmarks for VALLS subtest scores in phonological awareness and phonics.

Student Measure #2: 90% or more of 3rd-5th students will pass the SOL Reading test.

Staff Measure #1: All teaching staff will complete science of reading professional development by May 2025.

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)
1. All teaching staff will complete science of reading professional development by May 2025.	July 2024	May 2025	Principal and VLA Reading Specialist	State funds
2. VLA Reading Specialist and principal will complete monthly walk-throughs to check implementation of science-based reading research.	Sept. 2024	May 2025	Principal and VLA Reading Specialist	Local funds
3. Monthly data meetings will focus on mastery of phonological awareness and phonics for K-2 students and comprehension for 3-5.	Sept. 2024	May 2025	Principal and VLA Reading Specialist	Local funds

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

Virginia Literacy Act Reading Specialist will be assigned to A.S. Rhodes Elementary at least part-time.
 English/Literacy Specialist will provide updates on science of reading professional development and completion by staff.

Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
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Domain IV: School Climate Supports

Barrier(s): Incoming kindergarten students lack self-regulation skills. Families struggle to help their child academically and behaviorally. One Behavior Intervention Specialist for the entire county.

SMART Goal Statement: Our school counselor in coordination with the Behavior Intervention Specialist, family, and classroom teacher will create and monitor behavior intervention plans for students with two or more office discipline referrals.

<p>(Evidence-based) Strategy Name: Behavior intervention Tier of Evidence: Strong</p>	<p>Description: Aligning an intervention with the function of a child's behavior through the use of Functional Behavior Analysis and Behavior Intervention Plans.</p>
<p>Student Measure #1: Number of students with more than two discipline referrals.</p>	<p>Student Measure #2: Number of discipline referrals after behavior intervention plan is developed.</p>
<p>Staff Measure #1: Creation of behavior intervention plans for students with two or more discipline referrals.</p>	<p>Staff Measure #2: Implementation of behavior intervention plans and monitoring effectiveness of the plan.</p>

Action Plan

<p>Action Steps (Describe the step and include who will implement and how often it will be implemented)</p>	<p>Start of Action Step</p>	<p>End of Action Step</p>	<p>Position Responsible for Monitoring</p>	<p>Budget (local, state, federal funds)</p>
<p>1. School counselor will gather team to discuss behavior and an intervention plan after a student has two office discipline referrals.</p>	<p>After a student has two office discipline referrals</p>	<p>Meeting date</p>	<p>Principal</p>	<p>Local</p>
<p>2. Functional behavior analysis will be completed by the school counselor with the assistance of the Behavior Intervention Specialist.</p>	<p>After team meets to discuss behavior concerns</p>	<p>Within two weeks of meeting date</p>	<p>Principal Behavior Intervention Specialist</p>	<p>Local</p>
<p>3. School counselor will reconvene team to create behavior intervention plan.</p>	<p>After FBA is completed</p>	<p>Within two weeks of meeting date</p>	<p>Principal</p>	<p>Local</p>

4. School counselor will provide support to teacher implementing the behavior intervention plan.	After BIP is completed.	Check-in daily for first week and once weekly thereafter	Principal Behavior Intervention Specialist	Local
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Behavior Intervention Specialist will provide support throughout the process as outlined in steps two through four.				
<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)		
Number of students with two or more discipline referrals.	Year to Date monthly totals: August = 0, September = 1, October = 2, November = 4, December = 5, January = 5, February = 8, March = 9			
Number of students with behavior intervention plans.	Year to Date monthly totals: August = 0, September = 0, October = 1, November = 3, December = 3, January = 3, February = 3, March = 3			
Results of behavior intervention plans.	Student A = 3 referrals in November (1 bus, 2 class), 2 referrals in January (2 bus), 2 referrals in March (2 class) Student B = 2 referrals in October (2 class), 1 referral in January (1 class) Student C = 1 referral in September (1 class), 2 referrals in October (2 class), 1 referral in February (1 class), 2 referrals in March (1 class, 1 bus)			