

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:

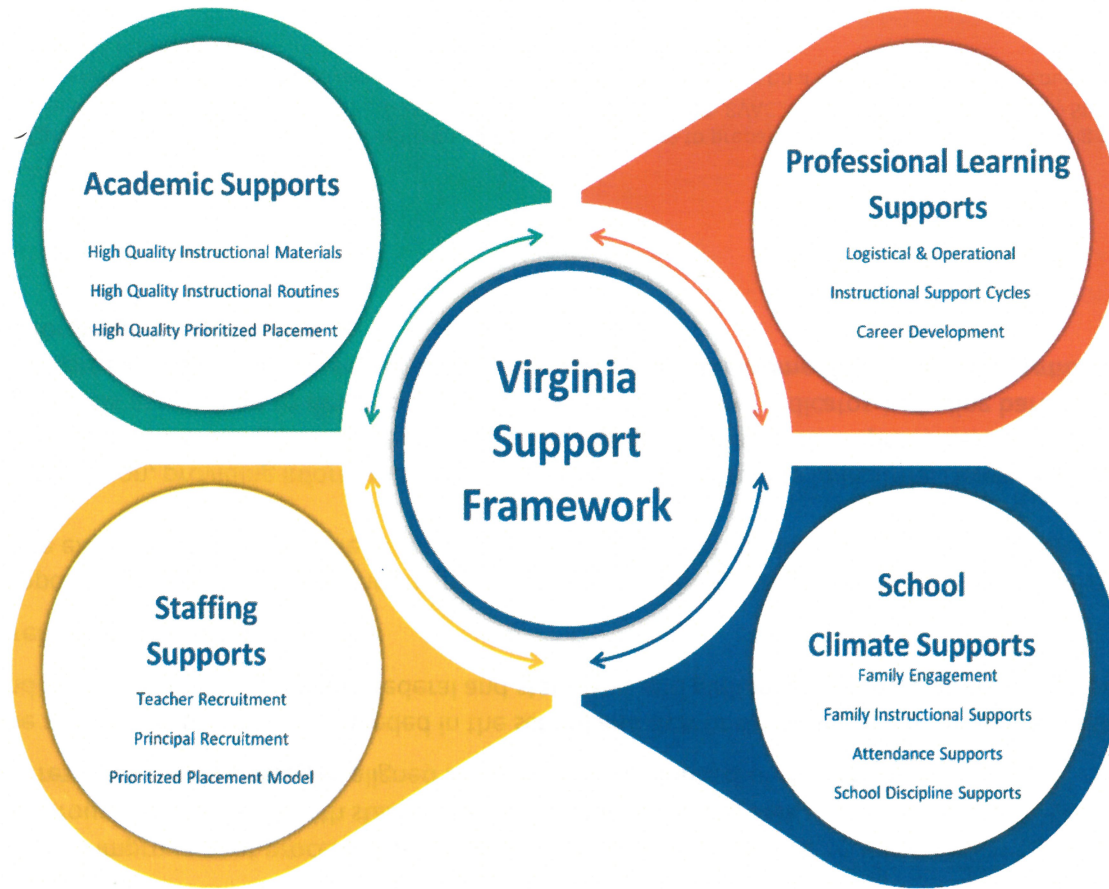
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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 County	School: Ressie Jeffries Elementary School
Principal: Nina Helmick	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.

RJES will develop a School Improvement Team. The team will consist of administrators, SBO member, counselors, teachers, and parents. The team will meet monthly to review the school plan to determine the development of, implementation, monitoring, and evaluating the school plan.

Domain I: Academic Supports	Content Area: English
------------------------------------	------------------------------

Barrier(s): K-2 phonemic awareness and spelling , proper targeted reading interventions, special education interventions

SMART Goal Statement: Ressie Jeffries Elementary School will increase the SOL pass rate by 5% for grades 3-5 and decrease the failure rate for subgroup special education by 10%. RJES will begin the implementation of the VLA and science of reading with explicit and systematic instruction.

<p>(Evidence-based) Strategy Name: Implement VLA by using:</p> <ul style="list-style-type: none"> • Heggerty Science of Reading K-1 • UFLI • HMH Into Reading • Lexia Core 5 • Read Live • 40 min. Title I small group intervention • Frayer model • Small group instruction • Vocabulary walls <p>Tier of Evidence: Strong</p>	<p>Description:</p> <ul style="list-style-type: none"> • Phonemic awareness curriculum • Explicit and systematic phonics program • Tier One reading program • A systematic and structured approach in all areas of reading (digital and teacher led) • Online researched-based strategies to develop fluency and phonics
--	--

<p>Student Measure #1:</p> <ul style="list-style-type: none"> • K-2 students VOLLSS • Grades 3-5 reading benchmark tests 	<p>Student Measure #2:</p> <ul style="list-style-type: none"> • Grades 3-5 reading SOL scores • STAR Reading reports • Lexia reports • Read Live reports
---	---

<p>Staff Measure #1: Lesson plan review</p>	<p>Staff Measure #2: Monthly data meetings</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)
1. All teachers will be provided a core literacy instruction based in scientifically based reading research and evidence-based literacy instruction, as defined in the VLA. (HMH Into Reading) Lesson plans will reflect the use of this reading program daily through classroom observations and plan checks.	Aug./2024	May/2025	administration	local
2. All k and 2 teachers will implement the Heggerty and UFLI in their daily lessons.	Aug. 2024	May 2025	Administration/coaches	state
3. Lexia Core 5 will be used by all students grades K-5. How often will be individualized for each student.	Aug. 2024	May 2025	Administration/coaches	state
4. STAR Reading screener will be used 3 times (beginning, middle, and end of year).	Aug. 2024	May 2025	Administration/coaches /teachers	Federal
5. Provide 40 minutes daily of target Tier 3 interventions	Aug. 2024	April 2025	Title I staff	Federal
6. Provide after school tutoring for SOL Prep	Feb. 2025	April 2025	Teachers/administration	Federal

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

The LEA will support us by aligning district and school reading goals.

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 grade level data meetings, reports, student growth reports, Lexia reports, benchmark data, screener (VOLLSS and STAR) reports when appropriate, lesson plan check lists, observations	

Domain I: Academic Supports

Content Area: Science

Barrier(s): new standards, and new team members

SMART Goal Statement: Ressie Jeffries Elementary School will reduce the special education subgroup pass rate by 10% while working towards tier 1 state accreditation of 70% or above.

<p>(Evidence-based) Strategy Name:</p> <ul style="list-style-type: none"> • small group instruction • Frayer model • Turn and talk • Anchor charts • Interactive vocabulary word walls <p>Tier of Evidence: Strong</p>	<p>Description:</p> <ul style="list-style-type: none"> • targeted needs instruction in groups • a graphic organizer to her students learn the meaning of words • students use context knowledge to have a brief conversation with a peer
---	--

Student Measure #1: benchmark assessments	Student Measure #2: summative and formative assessments
--	--

Staff Measure #1: Monthly grade level data meetings	Staff Measure #2: observations, check lists
--	--

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. Grade k-5 teachers including special education teachers will explicitly teach science vocabulary by using evidence-based strategies such as anchor charts and Frayer model.	Aug. 2024	May 2025	Administration/coaches	Local, Federal

2. Grades k-5 teachers will use small group instruction to ensure mastery of a standard.	Aug. 2024	May 2025	Teachers (gen. and special)/admin./coaches	local
3. Grade k-5 will follow the CIP pacing guide and use CIP benchmark test to check for mastery.	Aug. 2024	May 2025	Administration/coaches	local
4. Grade k-5 will implement science vocabulary walls.	Aug. 2024	May 2025	Admin/coaches	local
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The LEA will support us by aligning district and school science goals.				
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)monthly data meetings, grade level assessments (Mastery Connect grade 4 and 5),benchmark assessments	Analysis of Progress (update monthly)			

Domain of Support

Domain II: Staffing Supports				
Barrier(s): hiring highly qualified teachers due to lack of applicants				
SMART Goal Statement: Ressie Jeffries Elementary School has a goal to hire 95% of highly qualified candidates for the 2024-2025 school year. We will identify and focus on plans for those staff members who are not properly endorsed. The school will increase recruiting strategies for FY 2025.				
(Evidence-based) Strategy Name:		Description:		
<ul style="list-style-type: none"> Mentor program for new or struggling teachers Monthly meeting with coaches for new and struggling teachers 		<ul style="list-style-type: none"> New and struggling teachers will be paired with a mentor and an instructional coach 		
Tier of Evidence: Promising				
Student Measure #1:		Student Measure #2:		
Staff Measure #1: meeting agendas and minutes		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. New and struggling teachers will be assign a school based mentor and/or coach.	July 2024	May 2025	Induction coach/administration	Local and federal
2. Monthly meetings with coaches	July 2024	May 2025	Induction coach/instructional coaches/administration	Local and federal
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The LEA will support us by aligning district and school staffing goals.				
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 meeting reports				

Domain III: Professional Learning Supports

Barrier(s): lack of buy in and interest in coaching cycles, lack communication between grade levels, finding relevant and affordable professional development

SMART Goal Statement: Ressie Jeffries will implement cross grade level teams. RJES will require each teacher to receive at least one coaching cycle for 24-25 school year. Provide professional development in the implementation of the VLA and new math standards.

<p>(Evidence-based) Strategy Name:</p> <ul style="list-style-type: none"> • Science of reading modules • VOLLSS training • Coaching cycles • PD modules from the VDOE on VLA • Cross curricular meetings <p>Tier of Evidence: Promising</p>	<p>Description:</p> <ul style="list-style-type: none"> • Intentional coaching based on teacher needs provided by school based or division based coach
--	---

<p>Student Measure #1:</p>	<p>Student Measure #2:</p>
-----------------------------------	-----------------------------------

<p>Staff Measure #1: coaching cycle data</p>	<p>Staff Measure #2: PD attendance</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. Require bimonthly cross grade level meetings.</p>	<p>Sept. 2024</p>	<p>May 2025</p>	<p>Administrations</p>	<p>N/A</p>
<p>2. All staff are requires to complete the VDOE VLA modules by Nov. 2024</p>	<p>When they become available</p>	<p>Nov. 2024</p>	<p>Administration/coaches</p>	<p>N/A</p>
<p>3. Each teacher will be required to participate in at least one coaching cycle for school year 2024-2025.</p>	<p>July 2024</p>	<p>May 2025</p>	<p>Administration/coaches</p>	<p>Local and federal</p>

Domain of Support

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

The LEA will support us by aligning the district and school professional learning goals.

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)

School based team leader meetings, coach/admin. Monthly meetings, completion of modules,

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

Domain IV: School Climate Supports

Barrier(s): Chronic absenteeism increased after Covid.

Parents do not understand the importance of good attendance for their students. All teachers providing engaging tier one lessons. Classroom management is weak in some classrooms.

SMART Goal Statement: Ressie Jeffries Elementary School will:

School-level Goal #1: Reduce chronic absenteeism by at least 10%

School-level Goal #2: Reduce office discipline referrals by at least 10%

School-level Goal #3: Increase in coaching cycles related to Tier 1 interventions for behavior and relationship building by 10%.

(Evidence-based) Strategy Name:

- Clear school-wide behavior expectations
- Teacher/parent call day of absence
- Provide attendance awards
- Attendance meetings and plans established
- Check-in/check-out buddy for attendance and/or behavior

Tier of Evidence: Strong

Description:

- VTSS school expectation posters

Student Measure #1: daily attendance report

Student Measure #2: goal writing

Staff Measure #1: checklist for buddies, posted behavior expectations

Staff Measure #2: attendance meeting agendas and written student plans

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 teachers will teach and model the school-wide behavior expectations.	Aug. 2024	May 2025	administration	N/A
2. School-wide competition to determine the grade level with the highest average daily attendance each month	Sept. 2024	May 2025	Counselors	N/A
3. Attendance meetings and attendance plans	Aug. 2024	May 2025	Administration	N/A
4. Attendance and/or behavior buddy intervention	Aug. 2024	May 2025	Administration	local

Click or tap here to enter text.

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)

Attendance reports, discipline reports, school based team monthly meeting (PBIS)