

Virginia's Comprehensive School Improvement Plan

Virginia's comprehensive School Improvement plan (CSIP) 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 Improvement 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 Improvement 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 Improvement 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: Alexandria City Public Schools	School: Early Childhood Center
Principal: Principal Wagner	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.	
<i>January-April 2025: Instructional Leadership Team (ILT) reviewed SY25 CSIP monthly and documented progress on action steps, discussed next steps, and implications for SY26 CNA and CSIP development</i> <i>April 2025: ILT, attendance committee, and other staff stakeholders (teacher PLCs) participate in the CNA process, focusing on root cause analysis focused on academic support development. Engaged families via ECC Family School Alliance meeting and gathered feedback on ECC practices related to family and community engagement. Draft CSIP using CNA results.</i> <i>May 2025: Share CSIP draft with ECC staff for feedback and share with Central Office stakeholders, including early childhood leadership and OSI</i> <i>August 2024: Share CSIP with staff using "one-pager," and staff identify their areas of focus and connection to the plan</i> <i>September 2024: Share CSIP with families during BTSN and Coffee with the Principal</i> <i>**in addition, we will review CSIP monthly, share quarterly data meeting presentations with staff, and plans for sharing with families</i>	

Domain I: Academic Supports

Content Area:

Cognitive Press

Problem Statement:

47% of Virginia Preschool Initiative (VPI) and 100% of early childhood special education (ECSE) students are below expectations in spatial relationships. 28% of VPI and 81% of ECSE students are below expectations in interacts during read-alouds, book conversations, and text reflection.

Barrier(s):

- Lack of teacher understanding of these GOLD (Teaching Strategies Objectives for Learning and Development)
- Professional Learning Communities (PLC) focused on large group and choice time in SY25
- Teachers have not applied the cognitive press planning protocol to small group and read aloud portions of the instructional day
- Self-regulation challenges impact student availability for learning

SMART Goal Statement:

By June 2026, 80% of VPI and 40% of ECSE students will meet age-level expectations in Teaching Strategies GOLD Power Objectives.

Strategy

(Evidence-Based) Strategy Name:

AI's Pals

Tier of Evidence:

Promising ▾

Description:

From CASEL: SElect designation with evidence of effectiveness at PreK. "AI's Pals is a comprehensive early childhood preventive intervention that supports the social-emotional learning and development of young children within classroom, afterschool, and home settings. Classroom teachers deliver the program as well as support and information for families to model and reinforce the

concepts at home. ”
<https://pg.casel.org/als-pals/>

Measures

Student Measure #1:

By June 2026, less than 20% of ECC PreK4 students will score in the beginning range of the math VKRP, and more than 40% will score in the strong range.

Staff Measure #1:

By June 2026, 90% of ECC classroom teachers will include bolded strategies/activities to support cognitive press (students think, explore, and solve problems in rigorous and developmentally appropriate ways) during small group and read-aloud instruction in their daily lesson plans measured by lesson plan reviews and walkthroughs. Quarterly benchmarks: Q1: 25% Q2 50%: Q3 75%: Q4: 90%

Student Measure #2:

By May 2026, less than 15% of VPI students will score in the beginning range of the CBRS VKRP for self-regulation, and more than 30% of ECSE students will score in the growing range of the CBRS VKRP for self-regulation.

Staff Measure #2:

By June 2026, the average CLASS (Classroom Assessment Scoring System) Concept Development score for first and second-year ECC teachers will be 4, and the average for teachers with more than two years of experience will be 5.

Cognitive Press: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Provide professional development sessions focused on Cognitive Press/Concept Development lesson planning, specifically for small group and read-aloud during pre-service week.	Principal	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
2	Create and implement “ECSE Bootcamp” onboarding process during pre-service week and Q1.	Principal	Sept. 2... ▾	Nov. 2025 ▾	Not started ▾
3	Engage all new teachers and instructional assistants in AI’s Pals training during preservice week and embed AI’s Pals into IA PLCs.	Instructional Specialist/Principal	Sept. 2... ▾	Feb. 2026 ▾	Not started ▾
4	Create a workgroup to address increasing rigor in ECSE classes using the Toddler and Preschool CLASS.	Principal	Sept. 2... ▾	Oct. 2025 ▾	Not started ▾
5	Implement at least half-day team planning for each study: First 6 Weeks, Trees, Buildings, Insects, Pets, and Exercise.	Assistant Principal	Sept. 2... ▾	Apr. 2026 ▾	Not started ▾
6	Complete walkthroughs focused on the classroom organization aspect of CLASS.	Principal	Oct. 2025 ▾	Oct. 2025 ▾	Not started ▾
7	Complete walkthroughs focused on instructional support aspects of CLASS.	Principal	Nov. 2025 ▾	Dec. 2025 ▾	Not started ▾
8	Implement Teacher PLC scope and sequence throughout the school year:	Principal/Assistant Principal	Sept. 2... ▾	May 2026 ▾	Not started ▾

Cognitive Press: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	Q1: Supporting Self-Regulation Q2: Language development Q3: Mathematics Q4: Literacy				
9	Implement 2 sets of peer observations with focus on Concept Development during “small group” and “read aloud.”	Assistant Principal	Nov. 2025 ▾	Feb. 2026 ▾	Not started ▾
10	Implement Encore PLCs with a focus on GOLD data collection.	Assistant Principal	Sept. 2... ▾	May 2026 ▾	Not started ▾
			Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
			Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
			Sept. 2... ▾	Sept. 2025 ▾	Not started ▾

Cognitive Press: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	Pre-service agendas/training calendar, lesson plan tracker	•	
Oct. 2025 ▾	Lesson plan tracker, walkthroughs, PLC agendas	•	
Nov. 2025 ▾	Lesson plan tracker, PLC agendas, walkthroughs, T1 self-regulation data from GOLD and VKRP, VALLS	•	
Dec. 2025 ▾	Peer observation tracker, lesson plan tracker, PLC agendas, walkthroughs	•	
Jan. 2026 ▾	Lesson plan tracker, PLC agendas, CLASS fall data	•	
Feb. 2026 ▾	Peer observations, Lesson plan tracker, PLC agendas, GOLD T2 data	•	
Mar. 2026 ▾	Lesson plan tracker, PLC agendas	•	
Apr. 2026 ▾	Lesson plan tracker, PLC agendas	•	
May 2026 ▾	VKRP & VALLS data, CLASS	•	

Cognitive Press: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	spring data		
Jun. 2026 ▾	GOLD T3 data		

Domain IV: School Climate Supports

Problem Statement:

While Tier I teacher support has effectively reduced the CA rate, interventions by the Attendance Committee have only been 50% successful in improving attendance of CA and ECSE students continue to exhibit greater difficulties with consistent attendance.

Barrier(s):

- Parent/student separation anxiety
- Families struggling with school routines
- Communication/diverse cultures challenges influence expectations around the role of school in early childhood and the conceptualization of “disability” and the power of early intervention
- Preschool not compulsory

SMART Goal Statement:

By June 2026, the ECC attendance rate will improve from 90% in SY24-25 to 92% for SY 25-26.

Strategy

**(Evidence-Based)
Strategy Name:**

Conscious Discipline

Tier of Evidence:

SElect

Description:

From CASEL: SElect designation with evidence of effectiveness at PreK. Program designed to teach self-regulation and social-emotional skills to young children.

<https://pg.casel.org/conscious-discipline/>

Measures

Student Measure #1:

By June 2026, the chronic absence rate for general education students will be reduced to 28%.

Staff Measure #1:

Classroom Teachers' PLP goal will indicate strategies for decreasing absenteeism and regular monitoring of classroom attendance data; the assigned evaluating administrator will monitor the effectiveness of strategies at mid-year conferences and provide teachers with opportunities to reflect and adjust strategies.

Q1: % of teachers' PLP Part I addressing attendance
Q2: % completing PLP Part II with evidence of data analysis
Q3: % March check-in meeting with evidence of data analysis
Q4: % completing PLP Part III

Student Measure #2:

By June 2026, the chronic absence rate for students with disabilities will be reduced to 30%.

Staff Measure #2:

Teachers will offer home visits to 100% of students and complete home visits for 80% of their students by March 2026.

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Focus staff PLPs on Tier I attendance for their class.	Principal/Assistant Principal	Oct. 2025 ▾	Nov. 2025 ▾	Not started ▾
2	Support home visits through pre-service professional learning opportunities and monitor completion.	Assistant principal/Social Worker	Sept. 2... ▾	Nov. 2025 ▾	Not started ▾
3	Complete walkthroughs focused on the emotional support aspect of the CLASS during the first 6 weeks.	Principal	Sept. 2... ▾	Oct. 2025 ▾	Not started ▾
3	Develop protocol for earlier and subsequent parent meetings for chronically absent students with a tiered system for 1st, 2nd and 3rd administrator meetings.	Principal/Social Worker	Sept. 2... ▾	May 2026 ▾	Not started ▾
4	Incorporate information about separation anxiety and routines at home that support attendance into BTSN and Coffees with the Principal.	Principal/Social Worker	Sept. 2... ▾	Jan. 2026 ▾	Not started ▾
5	ECC School Family Alliance (our version of a PTA) will meet 5 times over the course of the year to recruit and facilitate volunteerism within our school, including one fall and one spring event.	Assistant Principal	Sept. 2... ▾	May 2026 ▾	Not started ▾
6	Work with the ECC School Family Alliance to share our plans to support attendance and gather feedback on direction and possible ways to message the importance of	Assistant Principal	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	attendance to families each trimester and add this to the agenda.				
7	Engage all new teachers and instructional assistants in Conscious Discipline training during preservice week and embed Conscious Discipline into IA PLCs.	Virginia Larsen/Social Worker	Sept. 2... ▾	May 2026 ▾	Not started ▾

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Sept. 2025 ▾	Preservice week agendas/presentations, home visit tracker, BTSN agenda, Attendance committee student tracker		
Oct. 2025 ▾	IEP/Child Find protocols created, home visit tracker, Attendance committee student tracker, IA PLC agendas, PowerBI data		

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Nov. 2025 ▾	PLP I, Attendance committee student tracker, IA PLC agendas, PowerBI data		
Dec. 2025 ▾	Attendance committee student tracker, IA PLC agendas, PowerBI data		
Jan. 2026 ▾	Attendance committee student tracker, IA PLC agendas, PowerBI data		
Feb. 2026 ▾	PLP midyear, Attendance committee student tracker, IA PLC agendas, PowerBI data		
Mar. 2026 ▾	Attendance committee student tracker, IA PLC agendas, PowerBI data		
Apr. 2026 ▾	Attendance committee student tracker, IA PLC agendas, PowerBI data		
May 2026 ▾	PLP III, Attendance		

School Climate: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	committee student tracker, IA PLC agendas, PowerBI data		
Jun. 2026 ▾	PowerBI data		

School Climate: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work (if applicable)]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work (if applicable)]
Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work (if applicable)]