

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:

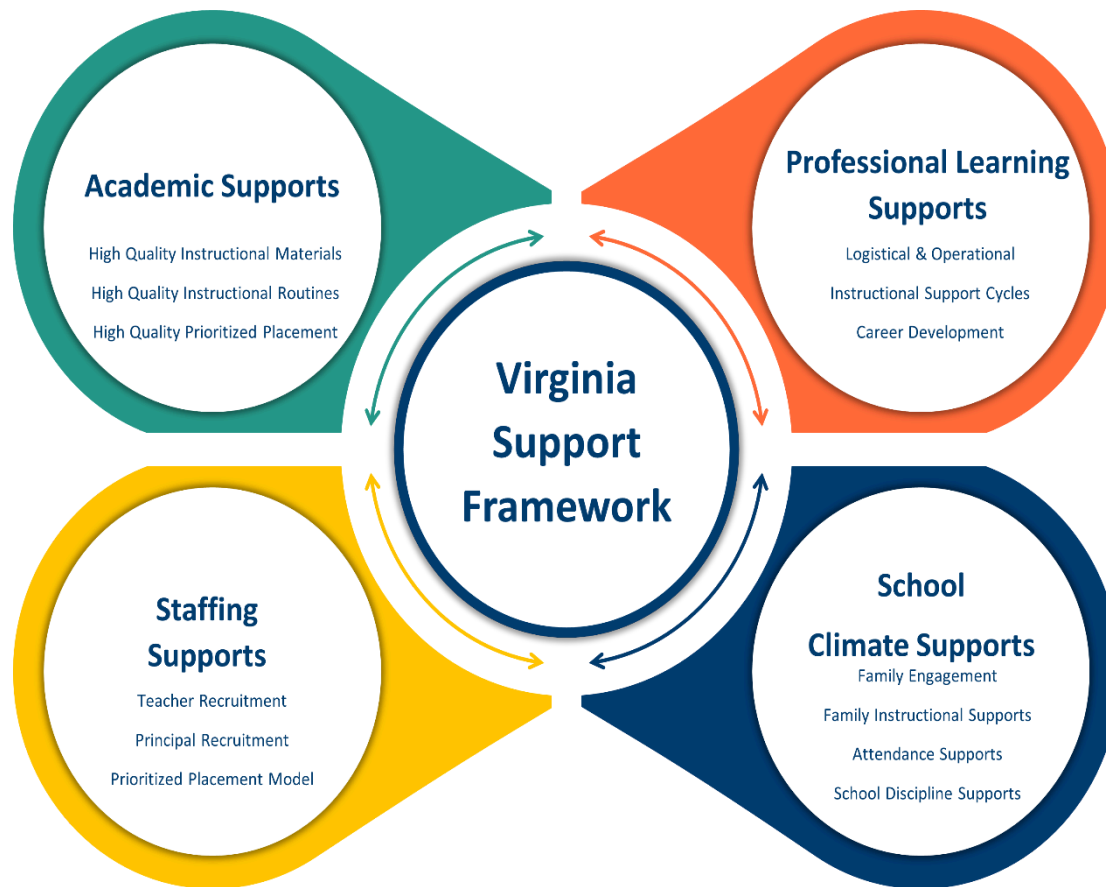
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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

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.

January-April 2024: ILT reviewed SY24 CSIP monthly and documented progress on action steps, discussed next steps and implications for SY25 CNA and CSIP development

May 2024: ILT and other staff stakeholders participate in the CNA process including a session led by Shashank Bharadwaj to focus on root cause analysis focused on academic support development. Engage families via ECC Family School Alliance meeting and gather feedback on ECC practices related to family and community engagement. Draft CSIP using CNA results.

June 2024: Share CSIP draft with ECC staff for feedback and shared with Central Office stakeholders including early childhood leadership and OSI

August 2024: Share CSIP with staff using “one-pager” and staff identify their areas of focus and connection to the plan

September 2024: Share CSIP with families during BTSN and Coffee with the Principal

***placeholder for plan for ILT monthly review of CSIP, sharing quarterly data meeting presentations with staff and plans for sharing with families*

Domain I: Academic Supports		Content Area: Choose an Item Concept Development	
Barrier(s): <ul style="list-style-type: none"> • The Classroom Assessment Scoring System (CLASS)Concept Development (How teachers facilitate children’s broader understanding of concepts and ideas, incorporating analysis and reasoning, creativity, integration, and connections to the real world) school average remains below 4, and data suggests high teacher turnover and supporting new teachers is a factor in stagnated scores. • Creative Curriculum Lesson Plans require teachers to intentionally plan opportunities for Concept Development, a practice that is in the emerging stage at the ECC. • There is a lack of instructional staff understanding of Concept Development. • Classroom teacher expertise and knowledge in supporting students dealing with trauma-based or attention-seeking behaviors. 			
SMART Goal Statement: By June 2025, the average CLASS (Classroom Assessment Scoring System) Instructional Support 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.			
(Evidence-based) Strategy Name #1: Admin-supported Professional Learning Communities (PLCs) (Evidence-based) Strategy Name #2: Addressing an identified barrier of student behavior impacting instruction through professional development in evidence-based classroom management strategies		Description: Administration will plan and support the use of PDSA cycles, CLASS observation coaching, peer observations, and ongoing small group professional development to improve Concept Development lesson planning and instruction.	
Student Measure #1: By June 2025, 80% of Virginia Preschool Initiative (VPI) and 40% of early childhood special education (ECSE) students will meet age-level expectations in Teaching Strategies GOLD Power Objectives		Student Measure #2: By May 2025, less than 15% of VPI students will score in the beginning range of the CBRS VKRP for self-regulation, and more than 10% of ECSE students will score in the growing range of the CBRS VKRP for self-regulation	
Staff Measure #1: By June 2025, 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 choice time and large group in their daily lesson plans, measured by lesson plan reviews and walkthroughs. Quarterly benchmarks: Q1: 25% Q2 50%: Q3 75%: Q4: 90%		Staff Measure #2: By March 2025, 90% of ECC Teachers will have received 2 feedback reflections from peers providing feedback on their implementation of cognitive press.	
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

Provide professional development sessions focused on Cognitive Press/Concept Development lesson planning during pre-service week.	June 2024	August 22, 2024	Principal & Assistant Principal, CO instructional coaches
Create a scope and sequence of PLC topics to include power objectives, cognitive press, social-emotional learning (SEL), and supporting attendance.	July 2024	August 2024	Principal & Assistant Principal
Implement Teacher PLC scope and sequence throughout the school year: Q1: Supporting Self-Regulation Q2: Attendance Q3: Cognitive Press Q4: Literacy	September 2024	May 2025	Principal & Assistant Principal
Implement Instructional Assistant PLC Scope and Sequence: Q1: Supporting Self-Regulation Q2: Concept Development Q3: Cognitive Press Q4: Literacy	July 2024	May 2025	Principal & Assistant Principal
Implement peer observations with a focus on Concept Development during “Choice” and “large group” time.	September 2024	May 2025	Principal & Assistant Principal
Devote PLC cycle on baseline VKRP CBRS data, identifying and implementing research-based strategies for supporting trauma-based and attention-seeking behaviors in the classroom.	October 2024	November 2024	School Social Worker, school psychologist, Assistant Principal
Provide staff with research-based strategies to support positive behaviors, such as	September 2024	November 2024	School Social Worker, school psychologist, assistant principal

de-escalation and the study of trauma-informed practices professional development via staff meetings.			
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.			
ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed.			
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)	
PD delivered on Concept Development during pre-service week, Aug. 2024		Next step: develop a walkthrough to monitor lesson plans	
PLC Scope and Sequence: Q1-Self-Regulation, Q2-Attendance, Q3-Cognitive Press, Q4-Literacy (for teachers and IAs) August 2024		Implement PLC topic with supporting protocols-began September 2024	
Provided staff with research-based strategies to support positive behaviors via a staff meeting in October 2024		Strategies may be used in the Q1 PLC cycle on self-regulation and SEL	
Established peer observation timeline. Peer observations will take place Feb 3 - 14, March 10 - 21, 2025.		The process is complete in early April.	
Example PLC Agenda - analyzing student needs. PLC Folder & work		During Q1, teachers used data from GOLD and CBRS to analyze data on student needs around self-regulation. Teachers implemented strategies as well as reviewed performance data with adjustments as needed.	
Analysis of PowerSchool data on Dec. 11 indicated an improvement in the ECC attendance rate from 88% in 23 - 24 to 93% currently.		During Q2, PLCs focused on analyzing attendance data and implementing strategies for improving attendance in the classroom with support from the school social worker.	
PLC information that guided teachers through the work of concept development.		During Q2-Q3, teachers completed data cycles (PDSA) regarding the support of concept development within their classrooms.	
As of 10/28, 38% of teachers are meeting expectations for including cognitive press in lesson plans			

As of 1/31/25, 60% are meeting expectations for including cognitive press in lesson plans.	Admin continues to review plans and collect data on completion via Google sheet.
Round 1 of Peer observations completed - February 21, 2025	Staff conducted cognitive press walkthroughs to engage in learning of cognitive press.
Round 2 of peer observations completed April 4, 2025	100% of teachers received at least 2 peer observations.
As of 6/4/25, 80% of teachers are meeting expectations for cognitive press in lesson plans.	
As of 6/4/25, 8.41 % of VPI students are in the beginning range of the VKRP CBRS, and 33% of ECSE students are in the growing range of the VKRP CBRS.	
As of 6/4/25, the CLASS average for Instructional Support for new teachers was 3.62 and for experienced teachers it was 4.05.	

Domain IV: School Climate Supports

Barrier(s): Chronic absenteeism is prevalent in preschool, as preschool attendance is not compulsory and many aspects impacting attendance are outside the school's control, including transportation, illness/medical fragility, and family travel.

SMART Goal Statement: By June 2025, the average number of absences per ECC student (AAPS) will be no more than 12.

<p>(Evidence-based) Strategy Name: Learner Engagement and Attendance Program (LEAP) Tier of Evidence:</p>	<p>Description: LEAP is a state-recommended Tier 2 intervention that focuses on using home visits to build relationships with families whose children are struggling with attendance.</p>
<p>Student Measure #1: ECC attendance rate will improve from 88% in SY23-24 to 93% for SY 24-25.</p> <p>AAPS for each student will be 12 days or less. Baseline data from SY23-24 was 17 AAPS.</p>	<p>Student Measure #2: The chronic absence rate for ECSE students will be reduced to 40%.</p>
<p>Staff Measure #1: Classroom Teachers’ professional learning plan (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.</p> <p>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</p>	<p>Staff Measure #2: At least 2 students/LEAP participating teachers will receive 2 home visits each as measured by a tracker updated monthly.</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
Pilot LEAP program with volunteer staff.	September 2024	May 2025	School Social Worker, Principal and Assistant Principal
Implement home visits (from LEAP) for students with significant attendance concerns. (Chronically Absent)	August 2024	May 2025	School Social Worker, Principal and Assistant Principal
Focus staff PLPs on Tier I attendance for their class.	October 2024	May 2025	Principal and Assistant Principal,

Continue monthly top classroom attendance recognition and recognition of students with perfect attendance	August 2024	May 2025	School Social Worker
Improve Family Engagement monitoring system to include tracking of family attendance in conferences/meetings and monitor classroom teacher communication with families to explore correlations between family engagement and attendance.	August 2024	May 2025	School Social Worker, Principal and Assistant Principal
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.			
ACPS utilizes a tiered model of monthly and quarterly progress monitoring based on the state and federal accreditation levels of all schools. The Office of School Improvement will provide technical assistance for CSIP implementation, progress monitoring, and measurement to evaluate the effectiveness of these strategies. Additionally, division-level personnel will conduct instructional walkthroughs, provide recommendations, and participate in the ongoing data-informed revision of evidence-based interventions and essential actions, as needed. LEAP training and guidance			
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)	
Began implementing LEAP (teachers participated in training) September 2024		POCs now working to identify students in need of home visits October 2024	
Teacher PLPs focused on attendance October 2024-100%.		Monitor PLP process	
Integrated recognition of excellent attendance and recognition for students with perfect attendance into teacher PLPs. Administration sharing perfect attendance recognition with families at PTCs and at progress reporting periods.		Support teachers in using “Attendance Champion” car magnets to reward families for improved attendance throughout the year.	
Family engagement Google sheet tracker in progress with entries for PTCs, Open House, Coffee with the Principal, BTSN events		Continue to update as appropriate.	
ECC attendance rate as of January 10, 2025 is 91.3%.			

Chronic absence rates as of 1/10/25 is 36% for overall school and for ECSE we are at 41%.	
Evidence from Q2 PLP Part II midyear meetings indicated 92% of teachers completed PLP Part II with analysis of attendance data for the year to date as of Feb. 28, 2025.	The one teacher who didn't achieve this goal was a new hire in mid January 2025.
Current attendance rate as of March 3, 2025 is 90.4%.	Flu and other viruses circulating plus the impact of inclement weather have been challenging this winter so far.
PowerBI indicates the current chronic attendance rate for ECSE program is at 44% as of March 5, 2025.	
March 24, 2025 data from Family Engagement Tracker indicates average attendance for families who have attended 4 or more events, the attendance rate is 89.83% and for those who've attended 1-3 events it is 89.91% and for those who haven't attended any events it is 90.72%.	Since there does not appear to be a meaningful correlation between attending school events and attendance, we're considering only tracking PTC attendance next year to work smarter.
March 24, 2025 PowerBI data indicates attendance rate is 90.4 , chronic absence for ECC is at 32% and chronic absence for ECSE is 37% and for general ed it is 29%.	Keep implementing all systems consistently.
As of June 4, our overall attendance improved from 88% in 23-24 to 90.6% in 24-25.	
100% of ECC teachers completed the PLP process focused on attendance including family communication, regular monitoring and reflection on how to improve classroom attendance and strategically support CA students.	
ECC participating teachers completed at least 2 home visits on identified students in LEAP.	
The chronic absence rate for ECSE students improved from 54% in 23-24 to 35% in 24-25. Note our overall ECC chronically absent data improved from 48% in 23-24 to 32% in 24-25.	