

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:

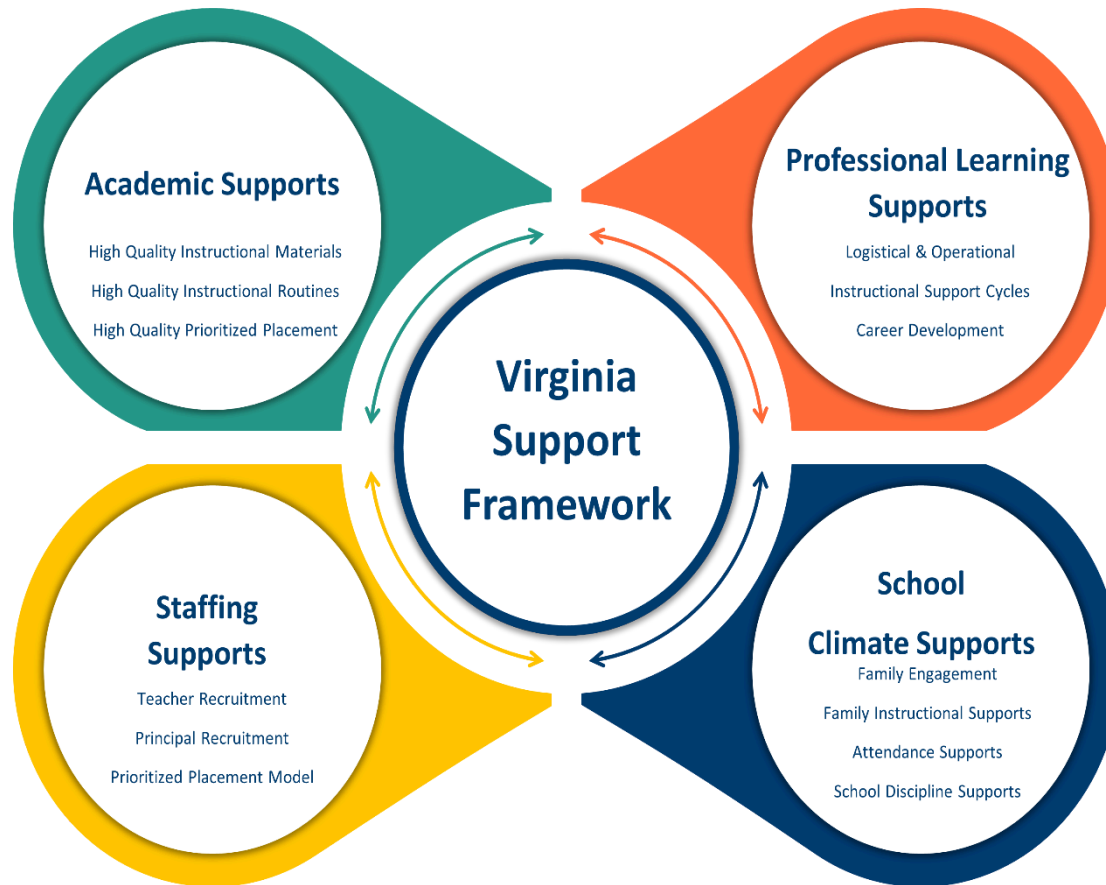
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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
Academic	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.
Staffing	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.
Professional Learning	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.
School Climate	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: George Mason Elementary School

Principal: Christopher Finan

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.

- Instructional Leadership Team (ILT), which includes administrators and representatives from each grade level and department, conducted our comprehensive needs assessment and collaboratively selected and developed our strategies and action steps for the plan. ILT members communicated about this process at each step with their grade level and department constituents, in addition to bringing the input of their constituents to our meetings.
- Members of our school leadership team collaborated with leaders in the EL department as well as the office of accountability and research to develop clarity around the plan components and to get feedback on strategies.
- We will utilize feedback from division leaders to make improvements to the plan before August.
- We will present the plan to all staff in August.
- We are utilizing leaders from FACE and the EL office for plan implementation.
- The ILT will routinely review the plan at regularly-scheduled meetings throughout the year to monitor implementation, evaluate the plan, and make adjustments as needed.
- Administrators/ILT members will routinely review the plan at regularly-scheduled staff meetings throughout the year.

Domain I: Academic Supports

Content Area: English/Math/Science/Social Studies

Barrier(s):

- 1. Not all staff is trained in Kagan structures, differentiation strategies, and Language Comprehension components/skills.**
- 2. Our staff does not have a consistent process for monitoring implementation of strategies and measuring impact of strategies on student performance.**

SMART Goal Statement:

By June 2025, 75% of our EL students will pass the VA Reading, Math, Science, and Social Studies SOL.

(Evidence-based) Strategy 1: Science of Reading language comprehension skills to support reading for understanding

Tier of Evidence: Strong (science of reading)

(Evidence-based) Strategy 2: Kagan Cooperative Structures

Tier of Evidence: Moderate (research on cooperative learning)

Description:

- 1. Differentiate the language comprehension development process (background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge) for EL students.**
- 2. Increase active engagement of EL students in language comprehension skills using Kagan structures.**

Student Measure #1:

Based on Fall data, 100% of EL students achieving at $\geq 50\%$ will meet or exceed MAP growth projections, and students achieving at $< 50\%$ will grow $\geq 65\%$ by Spring 2025.

VALLS measure: Based on Fall data, the percentage of students considered high-risk on VALLS assessment will decrease by more than 50% by Spring 2025.

Science: We will increase the pass rate of all students on the science SOL from 64% to 75%. (Note: Include EL specific goal when data is available).

Student Measure #2:

Using an active engagement observation tool, 100% of EL students will engage in language comprehension development through the use of Kagan cooperative structures.

Staff Measure #1:

~~Using instructional observation tools, by December 2024, 100% of teachers will implement Kagan cooperative structures during one content area every day.~~

Updated: By June 2025, 100% of teachers will implement two Kagan cooperative structures per week that are collaboratively planned during PLCs.

Staff Measure #2:

Using instructional observation tools, by June 2025, 100% of teachers will include differentiated supports/scaffolds for language comprehension development within Kagan structures.

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
1. Develop a PD calendar for Language Comprehension, Kagan Structure, and Differentiation strategies	August 2024	August 2024	Instructional Leadership Team (ILT)
2. Implement PD calendar for Language Comprehension, Kagan Structure, and Differentiation strategies.	Week of August 12 Monthly Professional Learning Sessions	May 2025	Instructional Leadership Team (ILT), Classroom Teachers, EL team, central office EL support, Instructional Coach
3. Implement Language Comprehension, Kagan Structures, and Differentiation strategies in the classroom	August 2024	May 2025	Administration Instructional Coach
4. Create a teachers teaching teachers video library and pineapple board	October 2024	May 2025	ILT
5. PLC's will spotlight Language Comprehension, Kagan, differentiation strategy implementation	September 2024, monthly	May 2025	Instructional Coach, Team Leads
6. Develop a checklist for adults and students to monitor student engagement	September 2024	September 2024	Subcommittee of ILT, District Level Instructional Specialist for MLL

7. Implement checklist for adults to monitor student engagement and analyze the data	October 2024	May 2025	Classroom teachers and ILT
8. Implement checklist for students to monitor student engagement and analyze data	January 2025	May 2025	Classroom teachers
9. Create common lesson plan components list	August 2024	August 2024	Subcommittee of ILT
10. Implementation and monitoring of lesson plan components through walkthrough/observation	September 2024	May 2025	PLC teams and Administration
11. Ongoing data analysis at our regularly scheduled ILT meetings.	August 2024	May 2025	ILT
12. Regular collaboration and planning for co-teaching between EL teachers and teachers of math/ reading /writing /science.	August 2024	May 2025	EL teachers & Classroom teachers
13. Collect and analyze science unit and benchmark assessments in grades 4 & 5.	September 2024	May 2025	Classroom teachers & Data Coach

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)
August:	

<p>#1 Calendar of PD #2 PD materials, description, plan #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans</p>	
<p>September: #2 observation, video, pineapple board #6 data from checklist #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans</p>	
<p>October: #2 PD materials, description, plan #4 PLC agenda & minutes #7 Checklist data #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans</p>	
<p>November: #2 PD materials, description, plan #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans</p>	
<p>December: #2 PD materials, description, plan #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans</p>	
<p>January:</p>	

#2 PD materials, description, plan #8 data from checklist #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans	
February: #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans	
March: #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans	
April: #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans	
May: #3 Admin walk-through observation #5 PLC agenda #9 Lesson plans	

Domain IV: School Climate Supports

Barrier(s):

1. Families of EL students may have a lack of personal connection to the school.
2. Families of EL students have low access to school communication due to low use of Parent Square.

SMART Goal Statement:

By June 2025, the overall chronic absenteeism of EL students will decrease from 14% to 7%.

(Evidence-based) Strategy Name: Family engagement Tier of Evidence: Medium	Description: Provide positive outreach to families of EL students through communication and events.
Student Measure #1: 75% of our EL families will attend at least one or more family events.	Student Measure #2: 75% of EL students will have all absences marked as “Excused” in PowerSchool.
Staff Measure #1: 100% of staff participate in outreach to families for each identified event.	Staff Measure #2: 100% of staff attends 2 or more family engagement 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
1. Survey families to determine the best way for home-school communication.	August 2024	September 2024	Attendance team and EL team
2. FACE center and GM staff support Parent Square usage at family events	August 2024	May 2025	FACE Center, Administration, and classroom teachers
3. Create a spreadsheet and process for assigning GM staff members to contact EL families prior to school events to personally invite them to participate.	September 2024	September 2024	Data coach, attendance team, EL team
4. Use spreadsheet to monitor calling of EL families to personally invite them to GM family events.	September 2024	May 2025	All staff
5. Create a template of glow notes that are sent home with EL students and process for implementation.	October 2024	October 2024	Coach, EL team, attendance team
6. GM staff sends home glow notes for EL students.	November 2024	May 2025	All staff
7. Create a calendar of family events that target interests/needs of EL families (e.g.	September 2024	September 2024	Outreach committee, attendance team, ILT, administration

principal coffee chat, family series, Zumba, etc.).			
8. Implement a calendar of family events that target interests/needs of EL families (e.g. principal coffee chat, family series, Zumba, etc.).	August 2024	May 2025	All staff
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)	
August: #1 Family survey data #2 Parent Square usage data #3 EL Family Contact Spreadsheet #7 PD calendar #8 Sign in sheets			
September: #4 Spreadsheet data of phone calls home #1 Family survey data #2 Parent Square usage data #8 Sign in sheets			
October: #2 Parent Square usage data #5 Template for glow notes #4 Spreadsheet data of phone calls home #8 Sign in sheets			

November: #2 Parent Square usage data #4 Spreadsheet data of phone calls home #6 Glow Note Tracker #8 Sign in sheets	
December: #2 Parent Square usage data #8 Sign in sheets #6 Glow Note Tracker #4 Spreadsheet data of phone calls home	
January: #2 Parent Square usage data #8 Sign in sheets #6 Glow Note Tracker #4 Spreadsheet data of phone calls home	
February: #2 Parent Square usage data #8 Sign in sheets #6 Glow Note Tracker #4 Spreadsheet data of phone calls home	
March: #2 Parent Square usage data #8 Sign in sheets #6 Glow Note Tracker #4 Spreadsheet data of phone calls home	
April: #2 Parent Square usage data #8 Sign in sheets #6 Glow Note Tracker	

#4 Spreadsheet data of phone calls home	
May: #2 Parent Square usage data #8 Sign in sheets #6 Glow Note Tracker #4 Spreadsheet data of phone calls home	