

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: 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. ● An open invitation to join the School Improvement Team was extended to all teachers in March 2025. ○ The School Improvement Team includes classroom teachers from grades 1, 2, 3, 4, and 5; EL teachers; an Encore teacher; Special education teachers; an AAS teacher; academic interventionists; a school counselor; the assistant principal; and the principal. ● The School Improvement Team met over the course of April 2025 to conduct the needs assessment and select evidence-based interventions. ● The School Improvement Team submitted a draft of the CSIP to the ACPS Office of School Improvement in May 2025. ● The School Improvement Team made adjustments to the CSIP based on feedback from the Office of School Improvement in June 2025. ● The School Improvement Team and/or Instructional Leadership Team will meet routinely during the 25-26 school year to develop, implement, monitor, and evaluate the CSIP. ○ Once a month, this team will conduct a thorough analysis of implementation of action steps. ○ Once a quarter, this team will conduct a thorough evaluation of student and staff measures, as well as progress towards the overall goals for reading, math, and school climate.	

Domain I: Academic Supports

Content Area:

Reading

Problem Statement:

GM EL subgroup is displaying low levels of reading comprehension, therefore not meeting reading proficiency.

Barrier(s):

Lack of differentiated scaffolds, low levels of active engagement and oral discourse to support access to grade level reading materials.

SMART Goal Statement:

*By June 2026, we will increase the percentage of EL students passing the VA Reading SOL test to 30%.
(Baseline data— 2022 -22%, 2023-17%, 2024-22%)*

*By June 2026, we will increase the average language comprehension score of all EL K-2nd grade students by ***points from the Fall 2025 VALLSS to Spring 2026 VALLSS.*

*(Baseline data— KG grade: ***; 1st grade: ***; 2nd grade: ***).*

***Data and goal will be finalized after fall administration of VALLSS.**

Strategy

(Evidence-Based)
Strategy Name:

Integrate oral and written English language instruction into content-area teaching

 english_learners_pg_040114.pdf

Tier of Evidence:

Strong ▾

Description:

- Strategically use instructional tools—such as short videos, visuals, and graphic organizers—to anchor instruction and help students make sense of content.
- Explicitly teach the content-specific academic vocabulary, as well as the general academic vocabulary that supports it, during content-area instruction.
- Provide daily opportunities for students to talk about content in pairs or small groups.

- Provide writing opportunities to extend student learning and understanding of the content material.

Measures

Student Measure #1: 100% of EL students will show growth on the Core Reading-ELA written response rubric.

Staff Measure #1: 100% of staff will implement the PDSA Cycle with the Core Reading-ELA written response.

Student Measure #2: 100% of K-2 EL students will show growth on the language comprehension component of the VALLSS.
100% of 2-5 EL students will meet their MAP growth goal.

Staff Measure #2: 100% of staff will implement Evidence-Based Strategy look-fors.

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Implement the PDSA cycle in PLCs with reference to Evidence Based Intervention Strategies	Instructional Coach & Teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
2	Create a look-for checklist with C.O. support	Instructional Leadership Team	Sept. 2025 ▾	Sept. 2025 ▾	Not started ▾
3	Train staff with Evidence-Based strategy checklist	Instructional Leadership Team & Teacher Volunteers	Oct. 2025 ▾	Oct. 2025 ▾	Not started ▾
4	Implement Evidence-Based strategy. Analyze Evidence-Based strategy implementation using the strategy checklist.	All reading teachers, Administrators, Instructional Coach, Reading Specialist, and Instructional Leadership Team	Nov. 2025 ▾	Jun. 2026 ▾	Not started ▾
5	Collect independent student written responses during Core Reading-ELA block	All reading teachers	Sept. 2025 ▾	May 2026 ▾	Not started ▾
6	Analyze written responses to inform instruction using common rubric	Instructional Coach, Reading Specialists, & all reading teachers	Sept. 2025 ▾	May 2026 ▾	Not started ▾
7	Create VALLSS mid-year language comprehension progress monitoring assessment	VALLSS Implementation Team	Nov. 2025 ▾	Dec. 2025 ▾	Not started ▾

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
8	Analyze VALLSS and MAP data to inform instruction	Data Coach and all reading teachers	Sept. 2025 ▾	Jun. 2026 ▾	Not started ▾

Reading: 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 ▾	• PLC agenda (1) • Checklist (2) • Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS and MAP data analysis document (8)		
Oct. 2025 ▾	• PLC agenda (1) • Training sign-in (3) • Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS and MAP data analysis document (8)		
Nov. 2025 ▾	• Checklist data (4)		

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	• Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS language comprehension mid-year assessment (7) • VALLSS and MAP data analysis document (8)		
Dec. 2025 ▾	• PLC agenda (1) • Checklist data (4) • Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS language comprehension mid-year assessment (7) • VALLSS and MAP data analysis document (8)		
Jan. 2026 ▾	• PLC agenda (1) • Checklist data (4) • Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS language comprehension mid-year		

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
	assessment (7) • VALLSS and MAP data analysis document (8)		
Feb. 2026 ▾	• PLC agenda (1) • Checklist data (4) • Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS and MAP data analysis document (8)		
Mar. 2026 ▾	• PLC agenda (1) • Checklist data (4) • Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS and MAP data analysis document (8)		
Apr. 2026 ▾	• PLC agenda (1) • Checklist data (4) • Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS and MAP data analysis document (8)		

Reading: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
May 2026 ▾	• PLC agenda (1) • Checklist data (4) • Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS and MAP data analysis document (8)		
Jun. 2026 ▾	• PLC agenda (1) • Checklist data (4) • Student written responses from Core Reading-ELA (5) • Rubric data (6) • VALLSS and MAP data analysis document (8)		

Reading: Quarterly Monitoring

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

Domain I: Academic Supports

Content Area:

Mathematics

Problem Statement:

EL students demonstrate low levels of math proficiency across all math strands.

Barrier(s):

Lack of differentiated scaffolds, low levels of active engagement and oral discourse.

SMART Goal Statement:

*By June 2026, we will increase the percentage of 3-5 EL students passing the VA Math SOL test to 37%.
(Baseline data— 2022 -22%, 2023-17%, 2024-22%)*

*By June 2026, we will increase the percentage of 2nd grade EL students passing the MAP math test to 40%.
(Baseline data— spring 2025 pass rate is 31%)*

*By June 2026, we will increase the percentage of 1st grade EL students passing the Imagine Math benchmark assessment to _%.
(Baseline data will be collected after we administer it in the fall)*

*By June 2026, we will increase the percentage of Kindergarten EL students passing the VKRP assessment to 50%.
(Baseline data will be collected in the fall. Historical baseline data in fall 2023: 35%)*

Strategy

(Evidence-Based)

Strategy Name:

Use a well-chosen set of concrete and semi-concrete representations to support students' learning of mathematical concepts and procedures.

 WWC2021006-Math-PG.pdf

Tier of Evidence:

Strong ▾

Description:

- Provide students with the concrete and semi-concrete representations that effectively represent the concept or procedure being covered.
- When teaching concepts and procedures, connect concrete and semi-concrete representations to abstract representations.
- Provide ample and meaningful opportunities for students to use representations to help solidify the use of representations as “thinking tools.”
- Revisit concrete and semi-concrete representations periodically to reinforce and deepen understanding of mathematical ideas.
- Provide opportunities for students to talk about content in pairs or small groups.

Measures

Student Measure #1:

100% EL students will show visual representation of mathematical notation on an exit ticket.

Staff Measure #1:

100% of staff will implement the PDSA Cycle with the visual representation exit tickets.

Student Measure #2:

100% of K-1 EL students will make progress from beginning to middle to end of year Imagine Math assessment.

Staff Measure #2:

100% of math teachers will display current/relevant visual representations in their classroom.

100% of 2-5 EL students will meet their MAP growth goal.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Train math teachers to understand how to teach concrete, semi -concrete, and abstract representation in each lesson.	Instructional Coach, Instructional Leadership Team, and Teacher Volunteers	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
2	Implement the PDSA cycle in PLCs with reference to visual representation exit tickets	Math Teachers, Instructional Coach	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
3	Post examples of visual representations in classroom for unit being taught	Math Teachers	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
4	Create look-for checklist to monitor implementation of visual representations in classrooms with central office support	Instructional Leadership Team	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
5.	Analyze implementation of visual representation in classrooms using look-for checklist	Math Teachers, Instructional	Oct. 2025 ▾	Jun. 2026 ▾	Not started ▾

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
		Coach, Instructional Leadership, Administrators			

Mathematics: 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 ▾	• Training sign-in sheet (1) • PLC Agenda (2) • Checklist (3) • Checklist (4)		
Oct. 2025 ▾	• Checklist (3) • Checklist Data (5)		
Nov. 2025 ▾	• Checklist (3) • Checklist Data (5)		
Dec. 2025 ▾	• Checklist (3) • Checklist Data (5)		

Mathematics: Evidence and Analysis of Progress

Month	Proposed Monthly Evidence	Evidence of Progress (measures, instruments, and materials)	Analysis of Progress (Impact and Next Steps)
Jan. 2026 ▾	- Checklist (3) - Checklist Data (5)		
Feb. 2026 ▾	- Checklist (3) - Checklist Data (5)		
Mar. 2026 ▾	- Checklist (3) - Checklist Data (5)		
Apr. 2026 ▾	- Checklist (3) - Checklist Data (5)		
May 2026 ▾	- Checklist (3) - Checklist Data (5)		
Jun. 2026 ▾	- Checklist (3) - Checklist Data (5)		

Mathematics: Quarterly Monitoring

Quarter	On Track / Off Track	Evidence
Q1 ▾	Select Option ▾	[Insert link to Q1 pre-work]
Q2 ▾	Select Option ▾	[Insert link to Q2 pre-work]

Q3 ▾	Select Option ▾	[Insert link to Q3 pre-work]
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Domain IV: School Climate Supports

Problem Statement:

Students are not receiving explicit and consistent instruction in self-management, relationship skills, and social awareness.

Barrier(s):

-Lack of consistent, school-wide approach
-Lack of focus on common skills

SMART Goal Statement:

By June 2026, we will increase the percentage of all students scoring on the self-management, relationship skills, and social awareness competencies of DESSA to 3.0 or higher.

Baseline data will be collected in the fall.

Strategy

(Evidence-Based) Strategy Name:

Using DESSA Assessment Tool to understand student needs, identify strengths, and inform targeted interventions.

Tier of Evidence:

Strong

Description:

The DESSA suite of assessments empowers educators to build a measurable and actionable social, emotional, and behavioral program with reliable assessment. The DESSA is an empirical, standardized social and emotional competence (SEC) assessment with editions that support students K-12. Grounded in resilience theory and directly aligned to the CASEL™ framework, the DESSA is a user-friendly, practical SEC assessment that meets the highest professional standards. The

DESSA is commonly used to inform the delivery of instruction at Tier 1 or Tier 2 as well as measuring the results of that delivery.

Measures

Student Measure #1: 100% of K-5 students will participate in a student survey 3 times a year.

Staff Measure #1: 100% of staff will post and use a SEAL objective daily.

Student Measure #2: 30% decrease in student referrals related to self-management, relationships skills, and social awareness.

Staff Measure #2: 100% of staff will provide a daily SEAL routine for all kids to engage.

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Create a student survey and scope & sequence of SEAL objectives	SST, Instructional Leadership Team	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
2	Staff and student training for survey	SST, Instructional Leadership Team	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾

School Climate: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
3	Administer and analyze student survey data	All staff	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
4	Revise admin referral form to include ethnicity/race and 3 DESSA competencies	Administrators and SST	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
5	Staff norming of admin referral form	All staff	Sept. 2... ▾	Sept. 2025 ▾	Not started ▾
6	Code and analyze referral data	Administrators and SST	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
7	Create common language, daily routine, objectives, resources, scope & sequence for SEAL time	SST, Instructional Leadership Team	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
8	On-going all staff training with language, objectives, resources, daily routine, and scope & sequence	SST, Instructional Leadership Team	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
9	Implementation of language, objectives, resources, daily routines, and scope & sequence. Analyze implementation using a look-for checklist.	All staff	Sept. 2... ▾	Jun. 2026 ▾	Not started ▾
10	Implementation of SEAL routine. Analyze implementation using a look-for checklist.	All staff	Sept. 2... ▾	Jun. 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 ▾	• Student survey & Scope and Sequence (1) • Sign-in (2) • Student survey data (3) • Admin referral form (4) • Sign-in (5) • Referral data (6) • Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)	•	
Oct. 2025 ▾	• Student survey data (3) • Referral data (6) • Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)	•	
Nov. 2025 ▾	• Student survey data (3) • Referral data (6) • Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)	•	
Dec. 2025 ▾	• Student survey data (3) • Referral data (6)	•	

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)
	• Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)		
Jan. 2026 ▾	• Student survey data (3) • Referral data (6) • Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)	•	
Feb. 2026 ▾	• Student survey data (3) • Referral data (6) • Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)	•	
Mar. 2026 ▾	• Student survey data (3) • Referral data (6) • Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)	•	
Apr. 2026 ▾	• Student survey data (3) • Referral data (6)	•	

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)
	• Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)		
May 2026 ▾	• Student survey data (3) • Referral data (6) • Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)	•	
Jun. 2026 ▾	• Student survey data (3) • Referral data (6) • Canvas page (7) • Sign-in (8) • Look for Checklist (9) • SEAL Routine Data (10)	•	

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)]
Q1 ▾	Select Option ▾	