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:

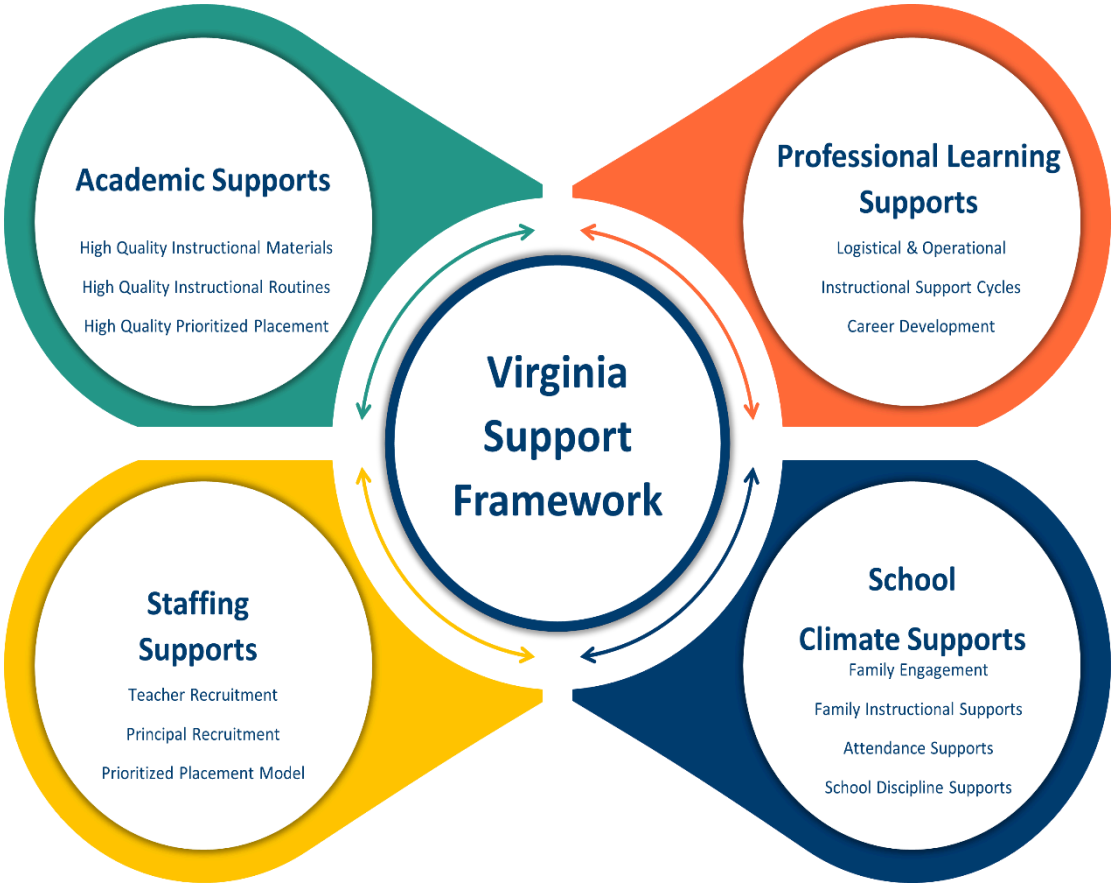
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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: Lyles-Crouch Traditional Academy**
Principal: Laura Burkart	**Designations (if applicable): None**

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.
The LCTA School improvement team met to conduct the needs assessment. The instructional team meets monthly throughout the school year. The school improvement team and the SST meet on a biweekly basis.

Domain I: Academic Supports	Content Area: Math
Barrier(s): Tier 1 teaching (including co-teaching, teaching methods, etc…) is not meeting all of the needs of students who are EL, Black, and/or receiving SPED services. ● There is a need for training and expectations around effectively implementing evidence based mathematics instructional strategies ● There is a need for training and expectations around impactful co-teaching practices	
SMART Goal Statement: By June 2025, we will increase the VA Math SOL pass rates for students with disabilities by 10%: (23-24 baseline: 79%); EL students by 10% (23-24 baseline: 79%); Black students by 10% (23-24 baseline: 44%)	
(Evidence-based) Strategy Name: Using Intervention to Assist Students Struggling with Mathematics **Tier of Evidence: Tier 1 (Strong) (**Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades **)** **(Evidence-based) Strategy Name:** Visual representations to support Mathematical Problem Solving **Tier of Evidence: Tier 1 (Strong) (**Improving Mathematical Problem Solving in Grades 4 Through 8) (Evidence-based) Strategy Name: Co-Teaching models Evidence: **Co-Teaching Mathematics Instructional Plans (MIPs)**	**Description:** (1) Providing systematic instruction during intervention to develop student understanding of mathematical ideas. (K-3rd) (2) Implement visual representations to help students solve problems by linking the relationships between quantities in the problem with the mathematical operations needed to solve the problem. (K-5th) (3)Use co-teaching models to effectively utilize the expertise of each teacher to enhance lessons and activities in co-taught math classrooms. (K-5th) Integrated Co-teaching is an evidence-based special education service-delivery model in which two certified teachers, one general educator, and one special educator share responsibility for planning, delivering, and evaluating instruction for diverse students, including students with disabilities.
Student Measure #1: Grades 2-5 100% of students in gap groups (SPED, EL, Black) will meet expected growth goals or demonstrate proficiency on MAP growth assessments in Math each quarter.	**Student Measure #2:** Grades K-1 100% of students in gap groups (SpEd, EL, Black) scoring below benchmark in the Fall 2024 on the VKRP will score at or above benchmark by Spring 2025.
Staff Measure #1: By June 2025, after receiving professional learning in evidence-based mathematics instruction, K-5 mathematics teachers will demonstrate implementation of evidence-based practices 70% of the time as evidenced by quarterly observations using a common walkthrough tool.	**Staff Measure #2:** By June 2025, after receiving professional learning in evidence-based mathematics and co-teaching instruction, K-5 special education and general education teachers will demonstrate implementation of evidence-based practices 70% of the time as evidenced by quarterly observations using a common walkthrough tool.
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
Training and professional learning on intervention strategies and high-quality instructional materials	Aug. 2024		ACPS Instructional Specialists, LCTA Math Specialist, LCTA Admin
Training on new mathematics curriculum through ACPS	Aug. 2024		ACPS Instructional Specialists, LCTA Math Specialist, LCTA Admin
During pre-service week and monthly team meetings, teachers of students with disabilities will get training on co-teaching model with evidence-based math instruction	Aug. 2024		OSI, LCTA SpEd staff, LCTA Admin

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

The division will provide support through adoption of a new mathematics curriculum to support implementation and adhere to updated VDOE mathematics standards, including coordination of division-wide trainings .

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: Training/Professional Learning Agendas, slide decks	Aug.: training during preservice completed Oct: More enVision training Oct. 14
September/October: MAP Growth Math data	Sept/Oct: Analyzing MAP data in PLCs and instructional lead meetings; creating intervention and tutoring groups based on this data
September-June: PLC Meeting Notes, Leadership meeting notes/agendas	Sept/Oct: PLCs are up and running
November/December: MAP Growth Math data	
October - May: Observations/Walkthroughs	Sept/Oct: eval. doc. made; admin has divided staff; observations start 10/10

April: MAP Growth Math data	

Domain IV: School Climate Supports	
Barrier(s): Tier 1 teaching is not meeting all of the diverse needs of the overall student demographics of LCTA (enter demographic information.) ● There is a need for training and expectations around culturally-responsive instruction for staff ● There is a need for professional learning and development around classroom management and teacher-student relationships as it impacts classroom environment and overall student growth and development.	
SMART Goal Statement: By June 2025, all staff will improve individual relationships with students through a variety of approaches, resulting in increased student engagement and sense of belonging, as evidenced by surveys completed by students participating in the mentor program.	
(Evidence-based) Strategy Name: Culturally Responsive Teaching **Tier of Evidence: Choose an Item** **(Culturally Responsive Teaching Evidence Based Practices)** **(Evidence-based) Strategy Name:** **School-Based Mentoring Programs** **Tier of Evidence: Tier 1 Strong**	**Description:** (1) Implementing school wide equity and cultural responsiveness training to ensure effective teaching, including the six strategies that teachers should implement to create an environment in which all children have equitable opportunities to learn. (2) Implementing a school-based mentor program where students are paired with either an adult or older student and meet weekly, which will help increase students academic achievement, sense of belonging, and overall school experience.
Student Measure #1: By June 2025, the chronic absenteeism rate of Black or African American students and SWD (23-24 SY Black 17%, SWD 24%) will decrease by 10%.	**Student Measure #2:** By June of 2025, students involved in the LCTA school-based mentor program will report feeling an increased sense of belonging.
Staff Measure #1: By June 2025, after receiving professional learning Responsive Classroom, all teachers will demonstrate implementation of evidence-based practices 90% of the time as evidenced by quarterly observations using a Responsive Classroom Walkthrough tool.	**Staff Measure #2:** By June 2025, after receiving professional learning in evidence based culturally responsive teaching and anti-bias, equitable practices, all teachers will demonstrate proficiency in VDOE Performance Standard 6 (Culturally Responsive Teaching and Equitable Practices).
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
Responsive Classroom Training/Professional Development	Aug. 2024	June 2025	LCTA Admin
Culturally-Responsive Training (curriculum delivery related)	Aug. 2024	June 2025	LCTA Admin, Office of Alternative Programs and Equity
Equity Trainings	Aug. 2024	June 2025	LCTA Admin, Office of Alternative Programs and Equity
SEAL Lessons	Aug. 2024	June 2025	LCTA Admin, LCTA SST, ACPS Mental Health Specialists
Core Virtue Year 2 Implementation	Aug. 2024	June 2025	LCTA Admin, LCTA SST
Walkthroughs/Observations for Classroom environment and climate	Aug. 2024	June 2025	LCTA Admin, Office of Alternative Programs and Equity
School Based Mentor Program Implementation	Aug. 2024	June 2025	LCTA Admin, Mentor Coordinator, Attendance Liaison

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

The division will provide support in developing a small pilot within the curriculum and SEAL time to assist with a multi-pronged approach in developing developmentally appropriate activities, guidance and culturally responsive instruction that allows students to understand identity, self, and relationships as it pertains to curriculum and school climate.

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.

<u>Evidence</u>: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.
<u>Analysis</u>: Address impact and next steps.

Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
4th Grade curriculum integration work	Sept: CO Equity met with 4th grade teachers
Teacher evaluation - Cultural competency standards	Aug.: Cultural competency standards printed and shared with staff
Student attendance - monitored monthly (attendance award to grade level)	Sept/Oct: weekly attendance raffles; weekly attendance team meetings
SST referrals, counseling support	Sept/Oct: shared the Request for Assistance Form with staff; SST has started their groups

Behavior referrals	Sept/Oct: Shared behavior referral form with staff; other means of documenting behaviors for select students
Mentor check ins	Sept/Oct: gathered names of mentors and mentees; assigned mentors to mentees