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:** ACPS School
Principal: Laura Burkart	**Designations (if applicable):** N/A

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.
We conducted an end of year survey with both staff and the community. Feedback from both surveys has been included. Our instructional lead team worked collaboratively on the development of the CSIP. Moving forward, we will continue to revisit the CSIP monthly with our instructional lead team and will incorporate feedback received from other stakeholders as appropriate.

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Domain I: Academic Supports

Content Area: Reading

Problem Statement:

Barrier(s): •

SMART Goal Statement: By June 2026, we will improve the VA Reading SOL pass rates for Students with Disabilities by 45% (24-25 baseline: 55%); EL students by 46% (24-25 baseline: 54%); Black students by 31% (24-25 baseline: 69%)

Strategy

(Evidence-Based) Strategy Name:

Tier of Evidence: Select Tier of Evidence

Description:

Measures

Student Measure #1: 100% of EL students will meet the expected growth goal as measured by WIDA.

Staff Measure #1:

Student Measure #2: By Spring 2026, 100% of K-3 students will

Staff Measure #2:

	score in the low risk band as measured by VALLSS.	

Reading: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1			Sept. 2…	Sept. 2025	Not started
2			Sept. 2…	Sept. 2025	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	•	•	
Oct. 2025	•	•	
Nov. 2025	•	•	
Dec. 2025	•	•	
Jan. 2026	•	•	
Feb. 2026	•	•	

Reading: Evidence and Analysis of Progress			
Month	**Proposed Monthly Evidence**	**Evidence of Progress (measures, instruments, and materials)**	**Analysis of Progress (Impact and Next Steps)**
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

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: Current instructional practices in math have a disproportionate negative effect on Students with Disabilities, English Learners, and Black students, contributing to persistent achievement gaps in math as measured by the Virginia SOL assessments.

Barrier(s):
- Limited student discourse
- Limited use of cooperative learning structures
- Limited use of SEL in math

SMART Goal Statement: By June 2026, we will improve the VA Math SOL pass rates for Students with Disabilities by 55% (24-25 baseline: 45%); EL students by 27% (24-25 baseline: 73%); Black students by 48% (24-25 baseline: 52%)

Strategy

(Evidence-Based) Strategy Name: Student Engagement: Opportunities to Respond (OTR)

Tier of Evidence: Moderate

Description: Provide students frequent and varying opportunities to respond to and engage in activities.

Measures

Student Measure #1:	100% of Students with Disabilities, EL students and Black students will meet expected growth goals or demonstrate proficiency on MAP growth assessments in Math (Winter, Spring).	**Staff Measure #1:**	By June 2025, after receiving professional development in cooperative learning structures, K-5 mathematics teachers will demonstrate implementation of cooperative learning structures 100% of the time as evidenced by quarterly observations using a common walkthrough tool.
Student Measure #2:	100% of Students with Disabilities, EL students and Black students scoring below benchmark in the Fall 2025 on the VKRP will score at or above benchmark by Spring 2026.	**Staff Measure #2**	After receiving professional learning in ways to embed SEL into math instruction, K-5 mathematics teachers will demonstrate alignment of SEL and academic objectives 100% of the time as evidenced by quarterly observations using a common walkthrough tool.

Mathematics: Action Plan

N	Action Step	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
1	Math Specialist support PLCs monthly		Sept. 2…	May 2026	Not started
2	Cooperative learning structure training (ongoing throughout the year)	Student Services	Sept. 2…	May 2026	Not started
3	Community Building (opportunity for student discourse and discussion in Math)		Sept. 2…	Jun. 2026	Not started

Mathematics: Action Plan					
N	**Action Step**	**Position Responsible**	**Start Date (M/Y)**	**End Date (M/Y)**	**Status**
4	Collaborating/Co-Teaching (EL, SpEd, interventionists): initial expectation setting around roles and responsibilities		Sept. 2…	Sept. 2025	Not started
5	Student recognition for meeting MAP Growth Goals		Oct. 2025	Jun. 2026	Not started
6	Quarterly Data and Planning/Pacing Meetings		Sept. 2…	May 2026	Not started

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	• PLC Meeting Notes • Initial Cooperative Learning Structure Training Agenda	•	
Oct. 2025	• PLC Meeting Notes • Quarterly Data Mtg Plan	•	
Nov. 2025	• PLC Meeting Notes •	•	
Dec. 2025	• PLC Meeting Notes	•	

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	• PLC Meeting Notes • Quarterly Data Mtg Plan	•	
Feb. 2026	• PLC Meeting Notes	•	
Mar. 2026	• PLC Meeting Notes • Quarterly Data Mtg Plan	•	
Apr. 2026	• PLC Meeting Notes •	•	
May 2026	• PLC Meeting Notes •	•	
Jun. 2026	•	•	

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]

August Kagan Training: Can I have some teachers take this on Aug. 13 (Division Wide PD Day)?

Domain IV: School Climate Supports

Problem Statement:	Equity Climate Survey results show that many students do not feel their voices are heard or valued in school decisions, and they perceive that adults lack understanding of their culture and identity. This impacts students' sense of belonging, engagement, and emotional safety, which are essential for a positive and inclusive school climate.	**Barrier(s):**	• Few formal opportunities exist for students to share their perspectives or influence school/classroom decisions in age-appropriate ways. • Staff have had limited professional development in culturally responsive teaching and identity-affirming practices • Teachers may lack time or strategies to meaningfully integrate student voice and cultural identity into daily instruction.
SMART Goal Statement:	By June 2026, all staff will improve in their capacity to employ culturally responsive teaching strategies and equitable practices, including but not limited to, opportunities for student voice and understanding our student's culture and identities, as evidenced by walkthroughs (Standard 6).		

Strategy

(Evidence-Based) Strategy Name:	Culturally Responsive Teaching and Equitable Practices	**Description:**	The teacher demonstrates a commitment to equity and provides instruction and classroom strategies that result in culturally inclusive and responsive learning environments and academic achievement for all students.
Tier of Evidence:	Tier 1		

Measures

Student Measure #1:	By June 2026, parents and staff will report that 100% (baseline roughly 65%) of students feel that the adults at school understand their culture and identity.	**Staff Measure #1:**	By June 2026, 100% of teachers will implement strategies that promote student choice and voice (e.g., student goal-setting, small group discussions, voting, etc.) and demonstrate evidence of understanding student's cultures and backgrounds as evidenced by classroom walkthroughs.
Student Measure #2:	By June 2026, parents and staff will report that 100% (baseline 36%) of students feel that their voice is valued and included in the ACPS decision making process.	**Staff Measure #2:**	By June 2026, 100% of instructional staff will participate in at least two professional learning sessions focused on identity affirming practices and increasing opportunity for student voice, with at least 85% reporting increased confidence and implementation through post-session surveys.

School Climate: Action Plan

N	Action Step-- THESE ARE IDEAS WE ARE STILL THINKING THROUGH	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	Form a Student Voice committee to strategically create opportunities for increased student voice schoolwide -- and generate ideas for in-classroom opportunities	Admin/Interested Staff	Sept. 2…	Sept. 2025	Not started
1	Class Charters-- revisit quarterly	Classroom Teachers	Sept. 2…	Jun. 2026	Not started
2	Student of the Week-- with ideas for making it more open ended	Classroom Teachers	Sept. 2…	Jun. 2026	Not started

School Climate: Action Plan

N	Action Step-- THESE ARE IDEAS WE ARE STILL THINKING THROUGH	Position Responsible	Start Date (M/Y)	End Date (M/Y)	Status
	Student led parent-teacher conferences	Classroom Teachers	Sept. 2…	Mar. 2026	Not started
	Guest speakers in class (and/or news show?) to share cultural traditions, etc.		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	• Define the purpose of the Student Voice committee; assemble a team	•	
Sept. 2025	Student Voice committee meets to create initial plan; monthly thereafter	• Schoolwide plan • Ideas for classrooms	
Sept. 2025	• Class Charter training	• Agenda, materials, exit ticket	
Oct. 2025	• Round 1 of walkthroughs	• walkthrough forms	
Sept. 2025	• Student led conference training grades 3-5	• Materials	

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)**
Feb. 2026	• Round 2 of walkthroughs	• walkthrough forms	
Feb. 2026	•	•	
Mar. 2026	•	•	
Apr. 2026	•	•	
May 2026	•	•	
Jun. 2026	•	•	

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)]