

Virginia's Comprehensive School Support Plan

Virginia's comprehensive school support plan (CSSP) 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 support 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:

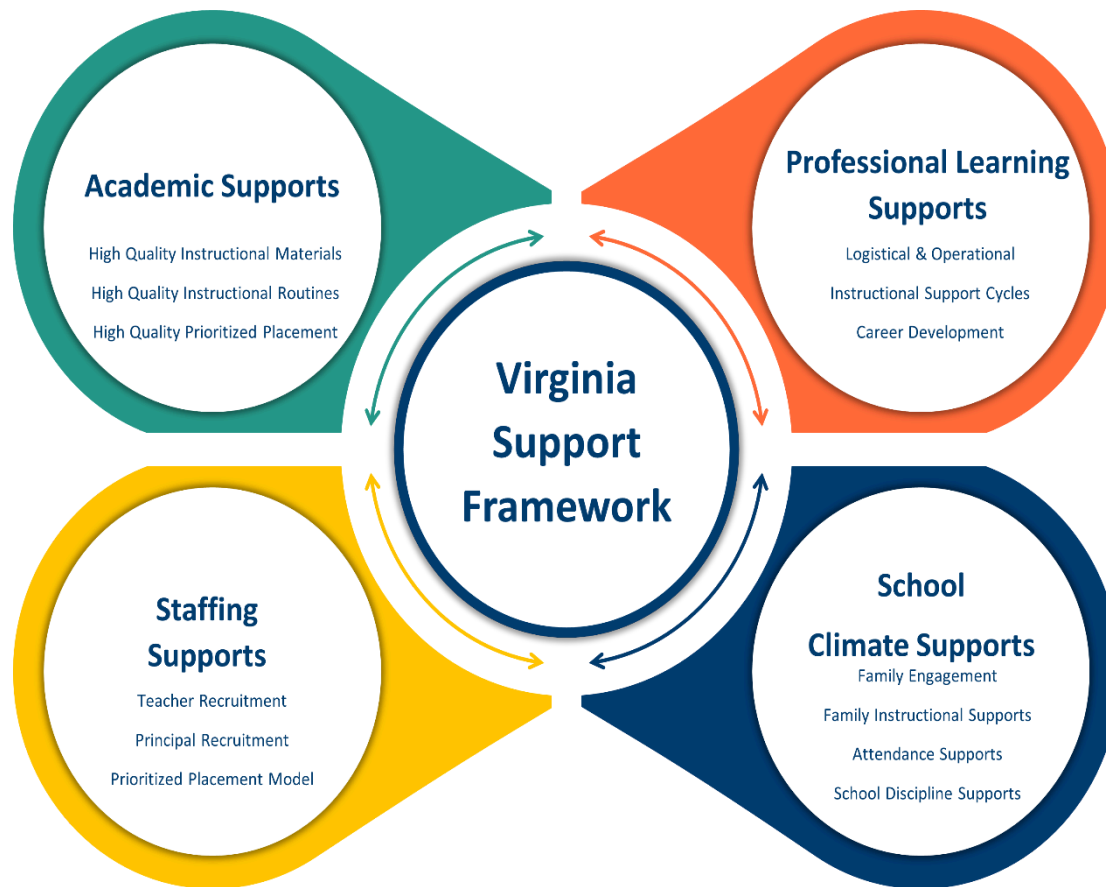
- Grounded in the continuous improvement process and high expectations for all students;
- Developed and revised through engagement with stakeholders-- including families; and,
- Based on evidence-and research-based strategies aligned to the needs and context of the school.

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 Support 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 Support 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: Danville City Public Schools Principal: Johnny Cressell	School: George Washington High School
	Designations (if applicable): Accredited with Conditions
Stakeholder/Family Engagement	
<i>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.</i>	
<p>The School Leadership Team (Comprehensive School Support Team) is comprised of a broad representation of the school community and includes the principal and other representatives from: Instructional Personnel, Instructional Support Personnel, Teacher Assistants, and assistant principals. Parent representation reflects the racial and socioeconomic composition of the students enrolled at GWHS who are not employed at the school. The Leadership Team will meet consistently at least once per month and additional meetings as needed. The meetings are documented via agendas and minutes and will be made available to the public via the school website. The school engages with families by phone, email, surveys, and other various communication means to ensure multiple 2-way communication means. Family Engagement Plan. (Title I Component 4)0.</p>	
Domain I: Academic Supports HQIM	Content Area: Math, English, Science, History
Barrier(s): 22% of the student body is currently being served by an IEP or 504. Increased enrollment of English Language Learners. Teacher implementation with integrity Tier 1 instruction	
SMART Goal Statement: At the conclusion of the 25-26 school year, GWHS will achieve >80% student pass rates on all SOL assessments.	
(Evidence-based) Strategy Name: Building collective teacher efficacy Building teacher clarity Afterschool remediation/ tutoring Tier of Evidence: Strong (Hattie Effect Size 2.43)	Description: The school is building a culture and climate where all teachers believe that they make an impact on student learning. The teachers will be working in PLCs and internalizing the HQIM lesson plans, the division pacing guide, and the Virginia Standards of learning to ensure they are clear on what students should be learning. The school will begin after-school tutoring and remediation 4 days a week for a minimum of 1 hour.

<p>Student Measure #1: Benchmark pass rate (>80%)</p> <ul style="list-style-type: none"> Interim benchmark and common formative assessments, including pre and post tests will be continually monitored for an 80% proficiency rate. 	<p>Student Measure #2:</p> <ul style="list-style-type: none"> Student participation in all assessments (common formative assessments, benchmarks, and SOLs) will be monitored to ensure a student participation rate of 95%.
<p>Staff Measure #1:</p> <ul style="list-style-type: none"> All staff will participate in PLCs and lesson plans that will be checked weekly. 	<p>Staff Measure #2:</p> <ul style="list-style-type: none"> All staff will monitor student progress weekly utilizing data in their PLCs monitored by the PLC meeting notes.

Action Plan

<p style="text-align: center;">Action Steps (Describe the step and include who will implement and how often it will be implemented)</p>	<p style="text-align: center;">Start of Action Step</p>	<p style="text-align: center;">End of Action Step</p>	<p style="text-align: center;">Position Responsible for Monitoring</p>	<p style="text-align: center;">Budget (local, state, federal funds)</p>
<p>After school remediation/ tutoring. (Title I Component 2 and 4)</p>	<p>9/29/25</p>	<p>5/22/26</p>	<p>Administration</p>	<p>Title I for wages Title I for transportation</p>
<p>Professional Learning Communities (PLC) will meet 3 times a week to create lesson plans, and create common formative assessments. The team will monitor student data and utilize their data to make adjustments to instruction. (Title I Component 3)</p>	<p>8/07/25</p>	<p>5/22/26</p>	<p>Department Chairs Administration</p>	<p>Local/State and Title I for consultative services</p>
<p>Utilizing High Quality Instructional Materials in all Core Content classes.</p>	<p>8/07/25</p>	<p>5/22/26</p>	<p>Teachers</p>	<p>Title I for materials and supplies</p>
<p>Consultative services for Visible Learning Professional Development.</p>	<p>10/1/25</p>	<p>5/22/26</p>	<p>Administration</p>	<p>Title I for contracted services.</p>
<p>Develop and implement strategies outlined in the Parent and Family Engagement Plan. (Title I Component 4)</p>	<p>08/07/25</p>	<p>5/22/26</p>	<p>Principal</p>	<p>Title I</p>
<p>Provide meaningful field trip opportunities designed to enhance and connect learning across English Language Arts, Mathematics, and/or Science. (Title I Component #3 and 4)</p>	<p>08/07/25</p>	<p>5/22/26</p>	<p>Leadership Team</p>	<p>Title I</p>

Implement the use of student journals as a tool for self-monitoring academic performance and progress in all subject areas. (Title I Component #3)	09/07/25	5/22/26	Teachers	Title I
Implement scheduling for push in during EL students History and Science courses due to the content specific vocabulary. (Title I Component #4)	08/07/25	5/22/26	Master Schedule Team	Local
School MTSS team will meet monthly to utilize Branching Minds to provide supports for students based on triangulation of academic, behavior, and attendance data.	08/07/25	5/22/26	School Leadership and MTSS Teams	Local
Implement expectation of students reading and writing everyday utilizing the RACE Strategy (Restate, Answer, Cite Evidence, Explain).	08/07/25	5/22/26	All Instructional Staff	Local/ Title (Anchor charts)
EL Teachers along with Gen Ed and Administration will work on the creation of EL plans and the continual updates based on the triangulation of student data.	08/07/25	5/22/26	EL Teachers, Co Teachers, and Leadership	Local/State
School counselors will hold individual meetings ensuring all of our students fall in with at least 1 of the 3 E's for graduation.	08/07/25	5/22/26	School Counselors	Local
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division provided initial HQIM training for building administrators, instructional coaches, and leadership teams. The Director of Leadership Development will review the CSSP and attend some of the monthly meetings. The director will provide feedback on the plan to the principal and CSSP Team Lead.				
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)	
Benchmarks; Formative Assessments; Summative Assessments weekly			Teachers have been implementing post test common assessments and several contents utilize common formative assessments each week. We are working to ensure all core contents are utilizing pre and post tests along with increasing the frequency of common	

	formative assessments. We have our first round of interim benchmark assessments during the 1st week of October.
After School Tutoring Student Attendance; monthly	This will begin on September 29th.
PLC Meeting Agendas weekly	PLC Agenda Folder
Lesson Plans weekly	We track our lesson plans weekly on Monday utilizing a tracker. We hit our target for proficient and exemplary lesson plans on Monday 9.8.25.
MTSS Meeting Agenda and Action Items	The MTSS Committee met in August to begin creation of individualized student plans. Branching Minds has been updated and the team will begin the utilization of Branching minds to triangulate the student data and implement plans.
Implementation in RACE Strategies	Teachers were exposed to this during Summer and Pre-Service professional learning. We have another PD dedicated to this later in S1 and again in S2.
EL Plans	Our EL teachers began building the EL plans in August and are continually
3 E's	School counselors meet with principal twice a month to go over their at-risk students, individual meeting notes, and graduation projections.

Domain of Support

Domain II: Staffing Supports Teacher Recruitment				
Barrier(s): Licensure, school reputation, and support				
SMART Goal Statement: During the 25-26 school year GWHS will retain 95% of instructional staff, excluding promotions and retirements.				
(Evidence-based) Strategy Name: Scaffolded Teacher Supports Tier of Evidence: Strong		Description: By building collective teacher efficacy our teachers will feel empowered knowing that they make a difference in student learning. This empowerment will allow teachers to build ownership and relationships to aid in teacher retention. Professional Learning Communities will aid in our teachers building professional relationships and capacity as educators. Our mentor/mentee program will allow for support for new or struggling educators.		
Student Measure #1: Student discipline data for Relationship Behaviors will decrease by 20%		Student Measure #2: Students' discipline date for Interfering w/ Learning in the Classroom will decrease by 20%.		
Staff Measure #1 All staff climate/culture surveys will be examined quarterly to ensure staff retention at the conclusion of the 25-26 school year.		Staff Measure #2: Teachers with 0-3 year's experience will meet with mentors twice a month to check in and ensure they are supported.		
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	Budget (local, state, federal funds)
GWHS will implement quarterly staff climate/culture surveys to ensure that areas of concern are addressed.	9/1/25	5/22/26	GWHS Principal	No Cost
Celebrate staff with awards and recognition at monthly staff and department meetings. Allowing students to recognize educators monthly.	9/1/25	5/22/26	School Culture and Climate Committee	Local (\$5,000)
Department Chairs, instructional coaches, and Administration will provide actionable feedback during observations.	8/7/25	5/22/26	Administration, instructional coaches, and Department chairs	No Cost

Alignment of mentors and mentees	8/1/25	10/1/25	GW Administration	No Cost
Register five biology teachers for the 2025 Annual Professional Development Institute (PDI) and arrange travel and lodging. (Title I Component #4)	11/13/25	11/15/25	Administration, instructional coaches, and Department chairs	Title 1 Funding
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Division assignments of mentors and mentees, HR staffing				
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)	
Sign in sheets and Google Doc for monthly mentor/mentee meetings			Mentor/ Mentees utilize a tracking form to track their meetings throughout the month. We also utilize a conversation facilitation document so that mentors and mentees can preplan their monthly or weekly meeting notes.	
Quarterly staff climate/culture surveys			Our first round of climate surveys will be sent out at the conclusion of Q1 on the week of October 13th.	
Observational feedback data weekly			All administrators provide feedback at the conclusion of walkthroughs to their teachers. Administrators maintain at the minimum a biweekly walkthrough schedule for their teachers.	
Instructional Leadership Team conducts weekly leadership meetings to provide Tiered Systems of Support for teachers.			Every Friday the leadership team conducts a meeting to discuss teacher data to provide each teacher with individualized support.	

Domain III: Professional Learning Supports
Instructional Support Cycles

Barrier(s): Teachers do not receive effective feedback following walkthroughs and observations which impacts teacher efficacy and student proficiency.	
SMART Goal Statement: At the conclusion of the 2025-2026 school year, the GW School Climate Survey will reflect that 100% of teachers received timely feedback from walkthroughs and observations.	
(Evidence-based) Strategy Name: Professional Development Program Tier of Evidence: Strong	Description: All teachers will receive feedback which is timely, targeted, and effective following walkthroughs from administrators and/or peers.
Student Measure #1: Students will show measurable growth on formative and summative assessments maintaining an 80% pass rate on post unit assessments.	Student Measure #2: Student surveys will show they are receiving timely and effective feedback from teachers 100% of the time.
Staff Measure #1: Quarterly culture/climate survey results will show instructional feedback is occurring for all staff.	Staff Measure #2: Walkthroughs and observations are conducted on a maximum of a biweekly cycle.

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	Budget (local, state, federal funds)
Teachers will receive ongoing training and information regarding the evaluation cycle and rubric.	8/1/25	5/22/26	Administration	Local
Implementation of quarterly student surveys.	9/1/25	5/22/26	GWHS Principal	Local
Teachers will participate in instructional cycles that include peer observations.	9/1/25	5/22/26	Administration, Department Chairs, and PLC Leads; instructional coaches	Local
The instructional leadership team will complete data dives monthly.	9/1/25	5/22/26	Instructional Leadership Team	Local

Provide continual professional development on the RACE Strategies.	8/15/25	5/22/2026	Instructional Leadership Team	Local
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating the implementation of the plan.				
The district will provide initial training on walkthroughs/observation cycles for all administrators for implementation. They will monitor through front-line observations. Staff retention bonuses.				
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)	
Sign in sheets and Google Doc from monthly mentor/mentee meetings			Mentor/ Mentees utilize a tracking form to track their meetings throughout the month. We also utilize a conversation facilitation document so that mentors and mentees can preplan their monthly or weekly meeting notes.	
Quarterly staff climate/culture surveys			Our first round of climate surveys will be sent out at the conclusion of Q1 on the week of October 13th.	
Observational feedback data weekly.			All administrators provide feedback at the conclusion of walkthroughs to their teachers. Administrators maintain at the minimum a biweekly walkthrough schedule for their teachers.	
Monthly Data Dives			The leadership team will conduct its first "academic data dive" on Friday Sept 19.	
Ongoing Professional Development weekly			We continually utilize and refine our weekly PLF schedule to attend to current instructional trends within the building. These updates are discussed at the weekly Instructional Leadership Team Meetings.	

Domain IV: School Climate Supports

Attendance Supports

Barrier(s): Stakeholder buy-in (student, parent, teacher, and community)

SMART Goal Statement: By the end of the 2025-2026, GWHS will decrease chronic absenteeism to <10% and maintain staff attendance >95% during contracted times excluding FMLA leave.

(Evidence-based) Strategy Name:

[PBIS](#)
[Collective Teacher Efficacy](#)

Tier of Evidence: Moderate

Description: The incorporation of PBIS events and support will allow for students to build their own efficacy in their educational and behavior outcomes. By providing alternatives to suspension and still holding high expectations students will still learn acceptable behaviors while lessening the impact on their learning outcomes. This will also positively impact student attendance rates. Collective Teacher Efficacy will empower teachers with the knowledge of their impact on student learning outcomes. This will help motivate them to be mindful over their absences from the classroom.

Student Measure #1: Students will maintain >90% attendance monthly.

Student Measure #2: There will be a decrease in out-of-school suspension sanctions by 20 percent.

Staff Measure #1: Staff will maintain >95% attendance monthly.

Staff Measure #2: GWHS will send our quarterly climate surveys to monitor staff climate and culture data.

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	Budget (local, state, federal funds)
Quarterly Good News Call (Primary Contact), Quarterly Follow-up Calls	8/29/25	5/22/26	PLC / Department Chairs/ Admin	No Cost
Utilization of ASP services.	8/1/25	5/22/26	Administration	No Cost

Students Survey and Climate Survey	October	5/22/26	Administration	No Cost
Family engagement events monthly	8/21/25	5/22/26	Administration	Title I
Implement Teacher Attendance Incentives	August	5/22/26	Administration Sunshine Hospitality	Local/State
Implement Student Attendance Incentives	9/1/25	5/22/26	Administration PBIS Committee	Local / State
GWHS will implement quarterly staff climate/culture surveys to ensure that areas of concern are addressed.	9/1/25	5/22/26	GWHS Principal	Local / State
Improved attendance tracking and monitoring including an emphasis on our EC population.	9/1/25	5/22/26	Instructional Leadership Team	Local / State

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.	
Student Support Services monitoring attendance data.	
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)
Quarterly staff climate/culture surveys	Our first round of climate surveys will be sent out at the conclusion of Q1 on the week of October 13th.
Quarterly student climate/culture surveys	Our first round of climate surveys will be sent out at the conclusion of Q1 on the week of October 13th.
Monthly data dives	The leadership team will conduct its first “academic data dive” on Friday Sept 19.
Weekly Attendance Audits	Our attendance team meets weekly to address any attendance concerns this includes a daily attendance meeting and a period attendance meeting by grade level with a focus on our EC population.

Monthly Family engagement sign in sheets

Our Family Engagement team maintains monthly sign in sheets for all family engagement events.