

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: CCPS	School: RHHS
Principal: Erin Davis	Designations (if applicable):
Stakeholder/Family Engagement	
<p><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> <p>Our school routinely involves internal and external stakeholders in the school improvement process through multiple strategies. We administer staff surveys, school climate surveys, and conduct staff check-ins multiple times per year to gather feedback. We engage external stakeholders, including parents & community members via our school webpage, Remind App, and social media platforms. We host many school events that invite parents and community members to our campus. Utilizing data and best practices from the Virginia Department of Education (VDOE) and Attendance Works, we identify needs and select evidence-based strategies. The RH Staff and School Board Office Staff collaborate to develop, implement, monitor, and evaluate the plan, ensuring continuous improvement and community involvement.</p>	

Domain I: Academic Supports 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.	Content Area: History
Barrier(s): While our goal is to increase the History SOL pass rate from 69.08% to 75% by the end of the 2024-2025 school year, we recognize that student motivation and willingness to participate in remediation and study sessions present significant barriers. Ensuring students are engaged and committed to additional learning opportunities outside of regular class hours is essential for achieving this goal. Overcoming these challenges will require innovative approaches to student engagement and support from both staff and parents.	
SMART Goal Statement: By the end of the 2024-2025 school year, we will increase the pass rate for the History SOL from 69.08% to 75% by implementing targeted interventions, including after-school tutoring, study resources, and professional development for teachers. This goal will be measured by the SOL test results.	
(Evidence-based) Strategy Name: Differentiated Instruction, Remediation, Utilization of Technology, Data Driven Instruction, Parent Engagement, and Formative Assessments. Tier of Evidence: Strong	Description: Evidence-Based Strategies for Improving History SOL Performance: <ul style="list-style-type: none"> ● Differentiated Instruction: <ul style="list-style-type: none"> ○ Tailor lessons to meet the diverse needs of students, ensuring all learners can access and understand the material. ○ Use formative assessments to identify areas where students struggle and adjust instruction accordingly. ● Tutoring and Study Groups: <ul style="list-style-type: none"> ○ Implement intervention programs during the school day (IE Time). ○ Create structured remediation groups to encourage collaborative learning and accountability. ● After-School Remediation Programs: <ul style="list-style-type: none"> ○ Offer targeted after-school programs focused on key areas where students need improvement. ○ Use data from formative assessments to identify students who would benefit most from these sessions. ● Use of Technology:

	<ul style="list-style-type: none"> ○ Incorporate interactive tools and resources such as educational apps, online quizzes, and virtual simulations to make learning more engaging. ● Data-Driven Instruction: <ul style="list-style-type: none"> ○ Regularly analyze student performance data to identify trends and areas needing improvement. ○ Adjust instructional strategies based on this data to better address student needs. ● Parent Engagement: <ul style="list-style-type: none"> ○ Engage parents and community members in supporting student learning. Parents should foster a home environment that encourages academic study and values education. ● Professional Development for Teachers: <ul style="list-style-type: none"> ○ Provide ongoing professional development focused on best practices and effective instructional strategies. ○ Encourage teachers to share successful strategies and collaborate on improving student outcomes. ● Increased Use of Formative Assessments: <ul style="list-style-type: none"> ○ Regularly use formative assessments to monitor student progress and adjust instruction. ○ Provide timely and specific feedback to help students understand their mistakes and learn from them. ● Motivational Strategies: <ul style="list-style-type: none"> ○ Encourage student participation in remediation and study sessions. ○ Recognize and celebrate student progress and achievements to boost motivation. <p>By implementing these evidence-based strategies, we aim to create a supportive and effective learning environment that will help us achieve our goal of increasing the History SOL pass rate to 75% by the end of the 2024-2025 school year.</p>
Student Measure #1: Fall WH and VA/US SOL Performance	Student Measure #2: Spring WH and VA/US SOL Performance
Staff Measure #1: SMART Goal and SOL Performance Data	Staff Measure #2: Observation and Evaluation Data
Action Plan	

<ul style="list-style-type: none"> ● After-School Remediation Programs: (Teachers-Weekly Remediation Logs) <ul style="list-style-type: none"> ○ Offer targeted after-school programs focused on key areas where students need improvement. ○ Use data from formative assessments to identify students who would benefit most from these sessions. ● Use of Technology: (Teachers Weekly Lesson Plans and Periodic Observations) <ul style="list-style-type: none"> ○ Incorporate interactive tools and resources such as educational apps, online quizzes, and virtual simulations to make learning more engaging. ● Data-Driven Instruction: (Teachers Quarterly) <ul style="list-style-type: none"> ○ Regularly analyze student performance data to identify trends and areas needing improvement. ○ Adjust instructional strategies based on this data to better address student needs. ● Parent Engagement: (Teachers: on going-on an as-needed basis) <ul style="list-style-type: none"> ○ Engage parents and community members in supporting student learning. Parents should foster a home environment that encourages academic study and values education. ● Professional Development for Teachers: (Teachers, Admin, Instructional Team-Teacher Work Week) 	9/10/24	5/8/25		
	8/12/24	5/21/25		
	8/12/24	5/21/25		
	8/12/24	5/21/25		
	8/5/24	8/9/24		

<ul style="list-style-type: none"> ○ Provide ongoing professional development focused on best practices and effective instructional strategies. ○ Encourage teachers to share successful strategies and collaborate on improving student outcomes. ● Motivational Strategies: (Teachers Weekly) <ul style="list-style-type: none"> ○ Encourage student participation in remediation and study sessions. ○ Recognize and celebrate student progress and achievements to boost motivation. 				
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
<p>The Local Education Agency (LEA) will support, monitor, and evaluate these strategies through a multi-faceted approach. We will provide professional development for teachers to ensure they are equipped with effective instructional techniques and the latest educational resources. Regular monitoring will be conducted via classroom observations, data analysis, and feedback from formative assessments to track student progress. The LEA will also facilitate after-school remediation programs and tutoring initiatives, providing necessary resources and logistical support. To evaluate the effectiveness of these strategies, we will analyze SOL performance data, conduct staff and school climate surveys, and hold periodic check-ins with staff members. Feedback from parents and community members will be sought to ensure holistic support for student success. Adjustments to strategies will be made based on ongoing evaluation to ensure continuous improvement in student outcomes.</p>				
<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)		
<p>August PD Days/Staff Meetings September-SMART Goal Meetings w/admin & teachers October- 1st 9 Weeks Grades/Data December- SOL Testing/ Data Analysis January SMART Goal Meetings w/admin & teachers</p>		<ul style="list-style-type: none"> ● Lesson Plans submitted to admin weekly ● Smart Goal Meeting Evidence recorded Sept, Jan., and May ● CIP Data Reports December and May ● IE/Remediation Logs Submitted Weekly ● Parent Contact Logs Submitted @ end of semester 		

Ongoing All Year:

- Formal and informal observations of staff with timely feedback given
- IE and Remediation on Tuesdays and Thursdays
- Lesson Planning/Common Planning

- Walkthrough and formal observation data is positive. Teachers are doing a great job providing high quality instruction and remediation to those who need it.

Domain of Support

Domain II: Staffing Supports

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.

Barrier(s): Teacher Turnover

A significant barrier to achieving success in recruiting, allocating, and retaining teachers, particularly in schools with the greatest needs, is the high teacher turnover rate. This turnover disrupts the continuity of instruction and undermines efforts to build capacity from within. Reducing teacher turnover is crucial to retaining high-quality staff and ensuring stability, which are integral to the overall success of our school division. To address this, we must focus on creating a supportive work environment, offering competitive compensation, and providing professional development opportunities that promote long-term career growth and satisfaction.

SMART Goal Statement: By the end of the 2024-2025 school year, Randolph-Henry High School will reduce teacher turnover by 10% by implementing targeted retention strategies, including providing professional development opportunities and creating a supportive work environment. Progress will be monitored through end of the year surveys and exit meetings, with the aim to increase teacher retention and build internal capacity to support our students effectively.

(Evidence-based) Strategy Name:

Tier of Evidence: Strong

Mentor Program

Description:

Implement a comprehensive mentoring program for new and early-career teachers, pairing them with experienced mentors to provide guidance, support, and professional development. This program will focus on fostering a collaborative learning environment, offering regular feedback, and promoting professional growth. Research shows that mentoring can significantly improve teacher retention rates by enhancing job satisfaction and reducing feelings of isolation. Progress will be evaluated through surveys and retention data analysis.

Student Measure #1: N/A

Student Measure #2: N/A

Staff Measure #1: Staff Retention

Staff Measure #2: Staff Survey 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)
Assign Mentors for New Staff	July 2024	August 2024	Admin Team	
Create a New Teacher Handbook for New Staff	July 2024	August 2024	Admin Team	

Conduct Frequent Observations and Check Ins with Timely Feedback for all staff, particularly new and struggling staff members.	August 2024	May 2025	Admin Team	
Mentor/Mentee Meetings/Trainings/Surveys	August 2024	May 2025	Admin Team	
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The LEA will support the implementation of the comprehensive mentoring program by allocating resources for mentor training, facilitating regular mentor-mentee meetings, and providing professional development workshops focused on effective mentoring practices. The program will be monitored through regular check-ins with mentors and mentees to gather feedback and address any challenges. Evaluation will involve analyzing annual surveys to assess the program's impact on job satisfaction and teacher retention, along with tracking retention rates annually. Adjustments will be made based on data-driven insights to ensure the program effectively supports new and early-career teachers.				
<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)		
Mentor Mentee Meeting Fall Mentor Mentee Meeting Spring Mentor Mentee Survey Data Fall Mentor Mentee Survey Data Spring		Analyze Retention Rates at the end of the school year Mentor and mentee check in meetings occurred. Observation data shows new staff are off to a great start. The admin team continues to help with classroom management, ordering needed supplies etc.		

Domain III: Professional Learning Supports

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.

Barrier(s): Presence in Vocational Building

An increased administrative presence in the CTE building is essential to effectively support new and developing teachers and mitigate discipline issues in this area.

SMART Goal Statement: By the end of the 2024-2025 school year, Randolph-Henry High School will increase the administrative presence in the CTE building to support new and developing teachers and reduce discipline issues by implementing scheduled weekly walkthroughs and supervision. This will be achieved by assigning both assistant principals to conduct weekly walkthroughs in the CTE building, focusing on providing timely feedback and support to teachers. Additionally, meetings will be scheduled between the CTE teachers and the administrative team to address discipline concerns and implement proactive strategies. Progress will be monitored through walkthrough reports, discipline data analysis, and feedback from teachers regarding support received.

(Evidence-based) Strategy Name: Classroom/Building Observations with Feedback

Tier of Evidence: Strong.

Description:

Implement structured and frequent classroom observations and feedback sessions for Career and Technical Education (CTE) teachers in the CTE building. Designate a team of instructional leaders or administrators to conduct regular observations using a research-based framework focused on classroom management and instructional strategies. These observations will provide teachers with specific feedback and actionable recommendations to enhance their instructional practices and reduce discipline issues. Additionally, establish a coaching model where teachers receive ongoing support and mentoring based on observed areas of improvement. The goal is to create a supportive and collaborative environment that fosters professional growth and improves student outcomes in CTE classrooms. Regular data collection on teacher performance and student behavior will inform adjustments to supervision strategies to ensure effectiveness and alignment with school improvement goals.

Student Measure #1:
Student Grades and CTE Certification Performance

Student Measure #2:
Student Discipline Data

Staff Measure #1:
Teacher Observation Forms

Staff Measure #2:
Walkthrough 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)
Purchase a desk for admin use in Vocational Building	June 2024	June 2024	Admin Team	Local
Create an admin rotation schedule for supervision, support, and observations in the vocational building	June 2024	July 2024	Admin Team	
Conduct formal and informal observations with timely feedback	August 2024	May 2025	Admin Team	

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

The Local Educational Agency (LEA) will support the implementation, monitoring, and evaluation of the strategy focused on structured classroom observations and feedback for Career and Technical Education (CTE) teachers in the CTE building. The LEA will provide instructional leaders and administrators with effective observation tools and a framework to ensure consistency. They will collaborate closely with school leadership throughout the year, to identify areas in which more support is needed. Professional development opportunities will be provided fostering a culture of continuous improvement. Monitoring will involve regular discussions between leaders and teachers to

give/receive feedback and set improvement goals, with benchmarks established for progress tracking. Evaluation will include reviews of observational data, teacher feedback, and student outcomes, using qualitative and quantitative measures to assess impact and make necessary adjustments for optimal teaching and learning outcomes.

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)
Formal Observation Forms (Written and filed all year)	In meeting with the admin team, we feel the desk has been a positive addition for this year. It allows us to better gauge needs of new/probationary staff and jump in to assist where needed. The APs have developed a rotation and document this on the google calendar.
Informal Observation Forms (Written and filed all year)	
Discipline Data-Ongoing on year	
Admin Supervision Schedule	
Teacher Feedback during Smart Goal Meetings, End of year meetings, and staff survey data.	

Domain IV: School Climate Supports

Barrier(s): Chronic absenteeism among high school students who drive, work, or lack motivation to attend regularly poses a significant challenge to fostering a welcoming and orderly environment through family engagement and instructional support. Despite efforts to connect each student with an adult mentor, these factors contribute to inconsistent attendance patterns that hinder academic progress and community involvement. Addressing these barriers requires targeted strategies to enhance student engagement, provide flexible learning opportunities, and strengthen connections between school and home to improve overall attendance rates and cultivate a supportive educational environment.

Addressing chronic absenteeism directly correlates with reducing the dropout rate at Randolph-Henry High School. Students who are chronically absent are at a higher risk of falling behind academically, disengaging from school activities, and eventually dropping out. By implementing targeted interventions to improve attendance, such as mentorship programs, attendance incentives, and family engagement initiatives, we aim to create a supportive environment

that encourages regular school attendance. When students attend school regularly, they are more likely to stay on track with their coursework, maintain positive relationships with peers and teachers, and ultimately increase their chances of graduating. Thus, our efforts to reduce chronic absenteeism not only improve immediate academic outcomes but also contribute to long-term student success and retention.

SMART Goal Statement: By the end of the 2024-2025 school year, Randolph-Henry High School will reduce its chronic absenteeism rate to below 25%, thereby achieving Level Two status for State Accreditation. Chronic absenteeism, defined as students missing 10% or more of the school year, will be addressed through targeted interventions, including proactive outreach to families, personalized attendance improvement plans for at-risk students, implementation of attendance incentives, and regular monitoring and reporting of attendance data. Progress toward this goal will be measured using monthly attendance reports and quarterly reviews, with adjustments made to strategies based on data analysis and stakeholder feedback to ensure sustained improvement in student attendance and overall school performance.

(Evidence-based) Strategy Name:

Evidence-Based Strategy: Implementing an Incentive Program for Attendance Improvement

1. Designing Effective Incentives:

- Develop a tiered incentive program that rewards students for improved attendance levels. For example, students with perfect attendance for the year would receive a summer ticket for a theme park.
- Collaborate with the School Board Office to provide diverse and appealing incentives that align with student interests.

2. Promoting Awareness and Engagement:

- Launch a school-wide campaign to promote the incentive program and educate students, parents/guardians, and staff about its benefits.
- Use various communication channels, such as school newsletters, social media platforms, and announcements, to keep stakeholders informed about incentive opportunities and encourage participation.

3. Tracking and Monitoring Attendance:

Description:

Implementing an effective incentive program for attendance improvement at Randolph-Henry High School involves several key strategies. Firstly, the school will design a tiered incentive system that rewards students for achieving specific attendance milestones, such as 2 or fewer absences for a grading period or perfect attendance. These incentives may include field trips, social gatherings, prizes or other motivators for students. Secondly, extensive efforts will be made to promote awareness and engagement across the school community. A comprehensive school-wide campaign will be launched using multiple communication channels to educate students, parents/guardians, and staff about the incentive program's benefits and encourage active participation. Thirdly, an automated attendance tracking system will be implemented to monitor daily attendance. This system will provide timely updates to students and families regarding their attendance status and eligibility for incentives, fostering transparency and accountability in attendance management. These strategies aim not only to reduce chronic absenteeism but also to cultivate a positive school climate that values and rewards regular attendance as a crucial component of academic success.

<ul style="list-style-type: none">○ Implement an automated attendance tracking system to monitor daily attendance and eligibility for incentives. Provide regular updates to students and families on their attendance progress and the incentives they have earned or are eligible to receive.				
Tier of Evidence: Strong				
Student Measure #1: Attendance Data Quarterly	Student Measure #2: Chronic Absenteeism Data Collection End of Year			
Staff Measure #1: N/A	Staff Measure #2: N/A			
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)
Create an attendance incentive for each grading period utilizing All In Funds and Community Partners.	June 2024	July 2024	Admin Team	All In Funds
Create Flyers, Remind Messages, School Announcements, and Webpage Posts about the incentive program. Share photos and press releases with local media outlets.	July 2024	May 2025	Admin Team	

Monitor attendance data and send 5 day letters, 9 day letters, create contracts, and look for trends. Make parent contacts and update School Social Worker on concerns.	August 2024	May 2025	Admin and Truancy Team	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.	
<p>The Local Educational Agency (LEA) will play a crucial role in supporting the implementation, monitoring, and evaluation of the attendance improvement strategy at Randolph-Henry High School. To begin with, the LEA will collaborate closely with school administrators to ensure that the strategy is effectively integrated into the overall school improvement plan. Regular meetings and check-ins will be scheduled to monitor the progress of the strategy and address any emerging challenges promptly. The LEA will provide necessary resources for effective attendance interventions and data analysis techniques. Furthermore, the LEA will establish clear protocols for data collection and analysis to evaluate the impact of the strategy on reducing chronic absenteeism rates. By fostering a collaborative environment and providing ongoing support, the LEA aims to empower Randolph-Henry High School in achieving its goal of reducing chronic absenteeism below 25% and attaining Level Two status for State Accreditation.</p>	
<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)
Monthly Attendance Reports (PowerSchool)	<p>As of Fall of 2024, our goal has been met. Accreditation data released from the state indicates that we are now green for chronic absenteeism. Staff have been staying after school to make calls and send frequent updates to admin. This has been an excellent addition to our truancy measures. Additionally, the first attendance incentive set new records for eligible students. The incentives seem very successful so far.</p>

Quarterly Attendance Report for Incentive Participation	
End of year Chronic Absenteeism report (Summer Data)	
Flyers, Remind Communications, Announcements	