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**School Support Plan Crosswalk**

This crosswalk is for school leaders to use in aligning the VDOE Comprehensive School Support Plan based on the Virginia Support Framework to a school/division template. All applicable plan components in the division/school template should be aligned to the domain description. Document in the **Location in the Submission** column the section/page number where the information related to the focus area can be located in the submitted documents. *For any domain that cannot be found in the submitted documentation, complete that domain in the Virginia Support Framework by using the* ***VDOE Comprehensive School Support Plan Template.***

**Profile Information:**

|  |  |
| --- | --- |
| **Division:** | **Division Contact Name:** |
| **Documents Submitted:** | **Division Contact Email:** |
| **School Name:** |
| **Level 2 Academic Achievement for all students**  **(Check all that apply)**  Math  English  Science | **Level 3 Indicators:** |
| **Federal Identification:**  Support & Improvement (CSI)  Targeted Support & Improvement (TSI)  Additional Targeted Support & Improvement (ATSI) | |
| **Domains Completed:**  Academic Supports  Staffing Supports  Professional Learning Supports  School Climate Supports | |

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| **Domain** | **Focus Area** | **Indicators** | **Location in the Submission** | **Notes** |
| **Academic Supports** | High-Quality  Instructional Materials | * School acquires high-quality instructional materials that are aligned to learning expectations. * School develops & implements a curriculum and assessment plan that is rigorous, intentional, and aligned to the Virginia Standards of Learning. | **Section/Page Number:** |  |
| High-Quality  Instructional Routines | * School leaders develop school operations and logistical instructional routines that support efficient and optimal learning. * School leaders seek ways to provide an instructional program that actively engages all students by using effective, varied, and evidence-based practices to improve student academic performance. | **Section/Page Number:** |  |
| High-Quality  Prioritized Placement | * School reallocates highest performing internal teachers to classrooms with greatest turnaround need. | **Section/Page Number:** |  |

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| **Domain** | **Focus Area** | **Indicators** | **Location in the Submission** | **Notes** |
| **Staffing**  **Supports** | Teacher Recruitment | * School actively collaborates with division leadership to allocate teachers with instructional expertise and experience with high-risk populations. * School seeks out innovative means of recruiting hard to fill teaching positions. * School retains high-quality teachers. | **Section/Page Number:** |  |
| Prioritized Placement Model | * School prioritizes placement of newly hired expert teachers in highest instructional need positions. * School Leadership Team is organized to maximize use of all available resources to support high-quality performance of students and staff | **Section/Page Number:** |  |

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| **Domain** | **Focus Area** | **Indicators** | **Location in the Submission** | **Notes** |
| **Professional Learning**  **Supports** | Logistical & Operational | * Schools have tight student movement protocols that eliminate disruption and supports a learning-friendly environment.   School develops a calendar and master schedule that prioritizes focused learning. | **Section/Page Number:** |  |
| Instructional Support Cycles | * School isolates patterns of teachers' behaviors that affect student progress and implements supports to align teachers for improved student learning outcomes. * School Leadership Team provides instructionally centered decisions focused on support for teaching and learning, organizational direction and high growth expectations. | **Section/Page Number:** |  |
| Career Development | * School will equip instructional staff with evidence-based professional learning that targets student learning outcomes. * School leaders will equip school leaders with professional development and observational tools that support optimal student learning. * School Leadership Team implements performance evaluation procedures to improve teaching and learning. | **Section/Page Number:** |  |

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| **Domain** | **Focus Area** | **Indicators** | **Location in the Submission** | **Notes** |
| **School Climate**  **Supports** | Family Engagement | * School Leadership Team engages with families and community groups to establish a culture of school and family partnership. * School implements practices that create a welcoming environment to enhance the school and family relationship. | **Section/Page Number:** |  |
| Family Instructional Supports | * School assesses community needs to remove barriers to learning to meet the intellectual, social, career, and developmental needs of students. * School provides materials and learning opportunities for family and community centers to support student learning. | **Section/Page Number:** |  |
| Attendance Supports | * School communicates with families to stress the value of school attendance. * School establishes a Breakfast After the Bell program. * School monitors attendance data and celebrates individual and group successes. * School removes barriers to ensure that students have daily access to school. | **Section/Page Number:** |  |
| School Discipline Supports | * School establishes practices within the school that promote structured expectations, self-regulation, and engagement practices. * School leaders utilize best practices to connect every child to a trusted adult. | **Section/Page Number:** |  |