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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:**

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| --- | --- |
| **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-QualityPrioritized 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:** |  |