

**Division Support Plan Crosswalk**

The purpose of the Division Support Plan Crosswalk is to provide division leaders with a tool to use for the alignment of the Virginia Support Framework to a current division plan. Evidence submitted in the crosswalk should align to one focus area in each domain. The VDOE Division Support Plan may be used to supplement the crosswalk if current division documentation requires further evidence in one or more domains.

**Profile Information:**

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| **Division:**  | **Division Contact Name:**  |
| **Documents Submitted:**  | **Division Contact Email:**  |
| **Number of Schools with Level 2 Academic Achievement for all students:**               ​Math              ​English          ​Science       | **Number of Schools with Level 3 Indicators:**   |
| **Number of Schools with Federal Identification:** Comprehensive​ Support & Improvement (CSI)        ​Targeted Support & Improvement (TSI)        Additional Targeted Support & Improvement (ATSI)       |
| **Domains Completed in the Crosswalk:**        ​☐​ Academic Supports                   ​☐​ Staffing Supports                 ​☐​ Professional Learning Supports                 ​☐​ School Climate Supports  |
| **In which areas, if any, will the division supplement the crosswalk with a domain of the Division Support Plan?**​ ☐​ Academic Supports                   ​☐​ Staffing Supports                 ​☐​ Professional Learning Supports                 ​☐​ School Climate Supports  |

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| **Domain** | **Focus Area** | **Indicators** |
| **Academic****Supports**  | High-Quality Instructional Materials | * School division acquires high-quality instructional materials that are aligned to learning expectations.
* School division develops & implements a curriculum and assessment plan that is rigorous, intentional, and aligned to the Virginia Standards of Learning.
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| High-Quality Instructional Routines | * School division leaders aid school leaders in developing school operations and logistical instructional routines that support efficient and optimal learning.
* School division leaders assist school leaders as they 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.
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| High-QualityPrioritized Placement | * School division reallocates highest performing internal teachers and principals to schools and classrooms with greatest turnaround need.
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| **Focus Area:** *Select one focus area from the drop-down based on the division’s prioritization of needs.* Choose an item. |
| **Evidence/Document/Page/Section:**       |
| **Notes:**      |

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| **Staffing****Supports** | **Focus Area** | **Indicators** |
| Teacher Recruitment | * School division actively recruits and allocates teachers with instructional expertise and experience with high-risk populations to schools requiring greatest need and with highest vacancy rates.
* School division seeks out innovative means of recruiting hard to fill teaching positions, including grow-your-own programs, career switching, and foreign recruitment programs.
* School division retains high-quality teachers.
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| Principal Recruitment | * School division actively recruits and allocates school leaders with turnaround experience to instructional expertise in the schools requiring greatest need and with highest vacancy rates.
* School Division Leadership Team creates a learning culture and develops leadership capacity among existing teacher corps.
* School division retains high-quality principals.
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| Prioritized Placement Model | * School division prioritizes placement of newly hired expert teachers and expert administrators in highest instructional need positions.
* School Division Leadership Team is organized to maximize use of all available resources to support high-quality performance of students and staff
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| **ProfessionalLearning****Supports** | **Focus Area** | **Indicators** |
| Logistical & Operational | * School division provide guidance to schools on tight student movement protocols that eliminate disruption and supports a learning-friendly environment.
* School Division develops a calendar and master schedule that prioritizes focused learning.
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| Instructional Support Cycles | * School division isolates patterns of teachers' behaviors that affect student progress and implements supports to align teachers for improved student learning outcomes.
* School Division Leadership Team provides instructionally centered decisions focused on support for teaching and learning, organizational direction and high growth expectations.
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| Career Development | * School division will equip instructional staff with evidence-based professional learning that targets student learning outcomes.
* School division leaders will equip school leaders with professional development and observational tools that support optimal student learning.
* School Division Leadership Team implements performance evaluation procedures to improve teaching and learning.
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| **School Climate****Supports** | **Focus Area** | **Indicators** |
| Family Engagement | * School Division Leadership Team engages with families and community groups to establish a culture of school and family partnership.
* School division implements practices that create a welcoming environment to enhance the school and family relationship.
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| Family Instructional Supports | * School division assesses community needs to remove barriers to learning to meet the intellectual, social, career, and developmental needs of students.
* School division provides materials and learning opportunities for family and community centers to support student learning.
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| Attendance Supports | * School division communicates with families to stress the value of school attendance.
* School division establishes a Breakfast After the Bell program.
* School division monitors attendance data and celebrates individual and group successes.
* School division removes barriers to ensure that students have daily access to school.
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| School Discipline Supports | * School division establishes practices within the school that promote structured expectations, self-regulation, and engagement practices.
* School division leaders provide guidance and support to school leaders on best practices to connect every child to a trusted adult.
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