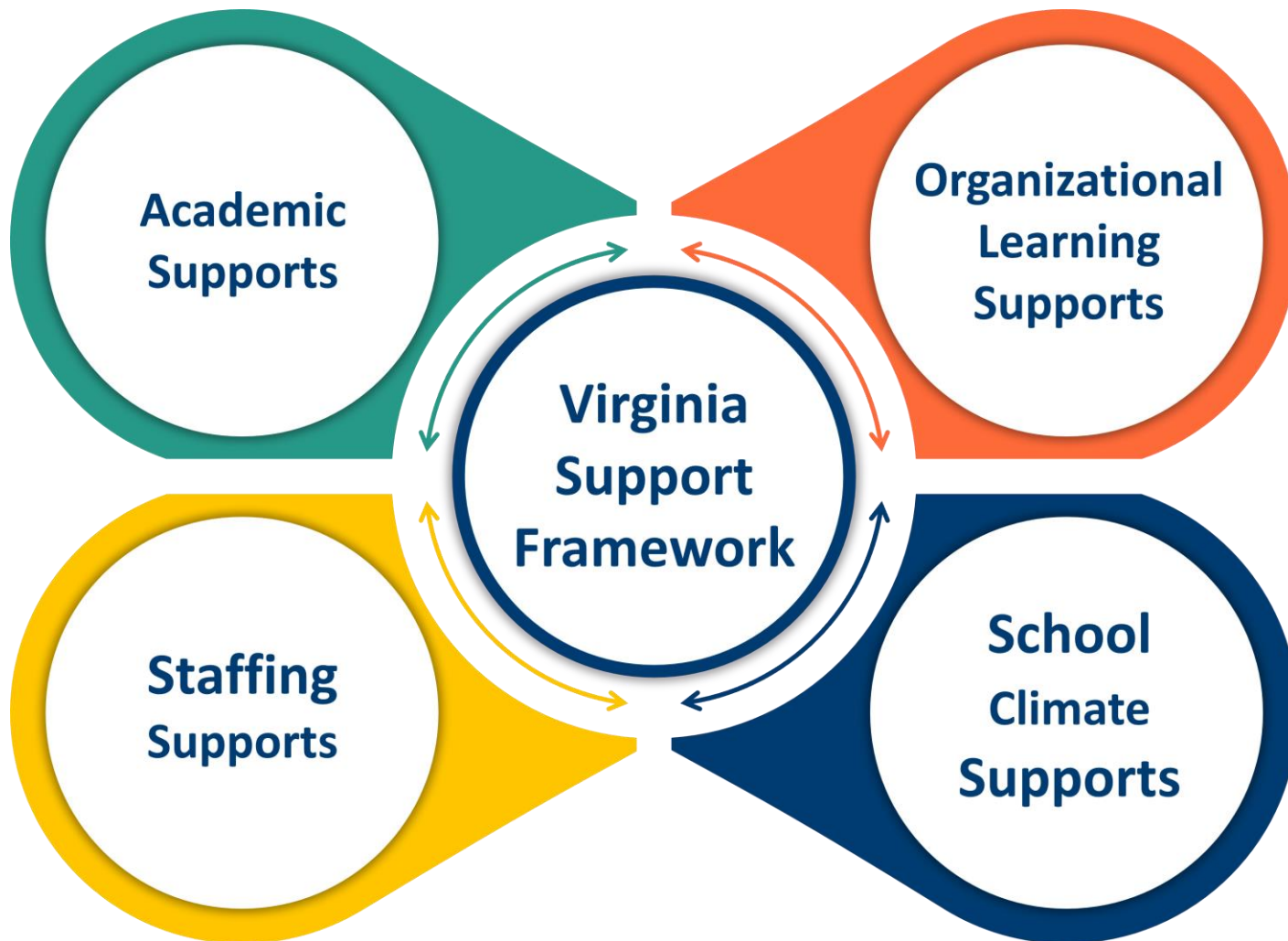


# SHARING THE STATE-WIDE COMPREHENSIVE SUPPORT PLAN

Virginia Board of Education  
August 2024



# VIRGINIA'S BEST IN CLASS SUPPORT FRAMEWORK



The **Virginia Support Framework** is deeply grounded in evidence and research that demonstrates a “best in class” model for supporting school divisions.

[Research-based: Inside school turnaround: What drives success?](#)

*First presented in April 2024.*

# VIRGINIA'S TIERED SUPPORT



*First presented in April 2024.*

# TIER ONE SUPPORT

This is support provided to all divisions. Divisions would opt in to receive these supports.

## Academic Supports

Ex: Spring 2024 [Literacy Implementation Network](#) for Division Literacy Planning

## Organizational Learning Supports

Ex: Summer 2024 [Reading, Math, and Special Education](#) Symposiums and Academies

## Staffing Supports

Ex: **Grow Your Own Round 1 and Round 2 [Teacher Apprenticeship Grants](#)**, as well as an upcoming Round 3

## School Climate Supports

Ex: 2024 Chronic Absenteeism [Action Kit for Improving Attendance](#)

# TIER ONE: GALAX ELEMENTARY (GALAX CITY SCHOOLS, REGION 7)

- Galax City SD sent division and school leaders to the VDOE Literacy Implementation Network series on creating effective Division Literacy Plans. These sessions supported divisions in creating a literacy vision and investment from schools, adopting high quality literacy materials, and providing professional learning and collaborative planning.
- Galax Elementary School's principal and reading specialist used VDOE's VLA Playbook shared at the LIN to create their own school literacy plan aligned to their division's literacy plan.
- The strategies in the playbook that Galax Elementary used as levers for change at the school level were building knowledge with staff about the important of HQIM, the implementation phases, the steps for creating support structures and the literacy planning cycle for grade-level and data team meeting structure on a bi-weekly basis.

# TIER TWO SUPPORT

This is support provided to divisions with schools labeled as “Off Track” or Targeted Support and Intervention (TSI).

## Academic Supports

Ex: Title I NIET Grant to attend the Summer NIET Conference and receive coaching on School Structures to Support Effective Instruction

## Organizational Learning Supports

Ex: Access to Extended School Year Grants to decrease learning loss by extending the school year calendar

## Staffing Supports

Ex: Access to Middle School Math Teacher Corps Grant to recruit and retain the critical shortages area of math teachers

## School Climate Supports

Ex: Absenteeism Middle School Pilot to focus on the grade bands most at risk

## TIER TWO: RENA B. WRIGHT ELEMENTARY AND TRUITT INTERMEDIATE SCHOOL (CHESAPEAKE PUBLIC SCHOOLS, REGION 2)

- These two Chesapeake Public Schools are identified as Tier II schools and receive federal Targeted Support and Intervention (TSI) support.
- The Department provided targeted literacy support for the schools to receive professional learning at the NIET Summer Conference where they were trained in teacher collaboration structures that support the effective implementation of High Quality Instructional Literacy Materials and addressing all students' literacy gaps.
- NIET coaches will support the schools this school year by providing feedback on their teacher collaboration, looking at student work to drive decision making around student needs, and implementing a continuous improvement cycle of literacy instruction based on their student and teacher needs.

# TIER THREE SUPPORT

This is support provided to divisions with schools federally identified (CSI and ATSI) or Needs Intensive Support.

## Academic Supports

Ex: English Learners and Students with Disabilities Literacy Student Support Network

## Organizational Learning Supports

Ex: All principals participate in the [Principal Mentorship Initiative](#)

## Staffing Supports

Ex: Division Level Staffing Review to provide intensive support on staffing allocations

## School Climate Supports

Ex: [Attendance Works School-Based Attendance Teams Support](#)



# TIER THREE SCHOOLS

Tier Three is specifically for divisions with many schools needing significant improvement (identified as ATSI, TSI, and/or CSI). These schools receive:

- Direct and personalized support from the Office of School Quality.
- Support on developing and implementing a Corrective Action Plan, Division Support Plan, and School Plan.
- Federal school improvement funds to implement evidence-based interventions (CSI and ATSI only).

Because these schools are Tier Three, the schools and divisions have first access to innovative grant opportunities provided by other federal and state sources and from the VDOE.

# TIER 3: HIDDENWOOD ELEMENTARY (NEWPORT NEWS, REGION 2)

- Hidenwood Elementary School in Newport News is federally identified (CSI) and has received direct support from the VDOE Office of School Quality.
  - The OSQ supported the school in the selection of aligned evidence-based Interventions to target data identified needs and receive highest level of federal 1003a funding to implement the interventions.
  - The OSQ awarded the Extended School Year/Year-Round Grant to the school to implement alternative calendar options to reduce learning loss.
  - Their principal was selected to participate in the Virginia Principal Mentorship Pilot during their first two years of their role.
  - The OSQ provided the division staff *Launch* School Improvement Specialist training to better support Hidenwood.
  - OSQ staff presented at their Division Leadership Academy where Hidenwood leaders were trained in Virginia Support Framework and the Virginia Continuous Improvement Cycle.

# THE WHY AND WHAT OF AN MOU DIVISION

If a division has a high proportion of schools identified for federal support this may be indicative of ***a division not significantly meeting state and federal expectations.***

1. School divisions with at least **40% of their schools identified for comprehensive (CSI) or additional targeted (ATSI) support or 10 or more schools identified for comprehensive support (CSI).**
2. Divisions that have not demonstrated progress in developing or implementing a corrective action plan for any school designated “Accreditation Denied.”

An MOU require school divisions and school boards, in partnership with VDOE and the Board, to take on greater accountability for supporting and addressing the needs in their schools to significantly turn around student outcomes.

To support division superintendents and their teams in supervising and leading their division in improvement, an MOU provides focused comprehensive supports for division leaders and their school boards to better support their most struggling schools.

# TIMELINE FOR NEW MOU IMPLEMENTATION

