

# Division Support Plan Self-Evaluation



The questions below are intended to guide team conversation as divisions develop and review their division support plan prior to implementation and submission to The Office of School Quality. This list is not exhaustive. It aims to extend division inquiry and expand continuous improvement efforts.

<b>Academic</b>	Schools and divisions acquire high-quality instructional materials, adopting instructional routines that are built around optimal instructional practices, and prioritizing placement of existing teachers, leaders and resources in the schools and classrooms that have the greatest need.	
<b>Staffing</b>	School divisions ensuring that recruitment practices lead to hiring, placing, and retaining high-quality teachers and principals with critical expertise in the schools and classrooms most in need of support.	
<b>Organizational Learning</b>	School divisions in identifying logistical and organizational practices that are necessary for creating an optimal learning environment.	
<b>School Climate</b>	School divisions in building bridges between school and home and removing barriers to learning and assuring greater school attendance and engagement.	
<b>Component</b>	<b>Criteria</b>	<b>Guiding Questions</b>
<b>Division-level Goal</b>	The division has identified at least one specific, measurable, attainable, relevant, and time-bound (SMART) goal that aligns to the domains of the Virginia Support Framework. <b>Division Support Plan Component:</b> Division-level Goal	<ul style="list-style-type: none"> <li>• To what extent does the division-level goal align to the domain?</li> <li>• How does the goal focus the division’s attention on highest leverage needs based on division-wide data?</li> <li>• Are the goals specific, measurable, attainable, relevant, and timebound?</li> </ul>
<b>Needs Assessment Alignment</b>	The division-level goal shows evidence that the division considered the findings of the needs assessment and plan to address the identified barriers that are within the division’s control. <b>Division Support Plan Component:</b> Barriers	<ul style="list-style-type: none"> <li>• Is it evident in the plan that the division completed a needs assessment?</li> <li>• Can barriers or needs be connected to evidence and data, including student data, survey data, and culture and climate factors, rather than relying solely on perception data?</li> <li>• To what extent are the barriers and/or needs within the division’s control?</li> <li>• How does the division intend to address identified needs and/or remove barriers in the action plan?</li> </ul>
<b>Strategy Decisions</b>	The division chooses a strategy (or strategies) connected to the division-level goal(s) and the Virginia Support Framework domain, including short term/annual metrics and measures that will identify the effectiveness of the goal in the specified timeframe.	<ul style="list-style-type: none"> <li>• What is the likelihood that the chosen strategy will impact the goal?</li> <li>• To what extent will the short-term, incremental and/or annual objective measure the effectiveness of the implementation and progress?</li> </ul>

	<p><b>Division Support Plan Component:</b> Strategy, Measurable Objective</p>	<ul style="list-style-type: none"> <li>• At what stage of implementation (i.e., exploration, installation, initial, full) is the division’s strategy? Are the action steps and timeline appropriate for the stage of implementation?</li> <li>• At the current stage of implementation, has the division considered stakeholders’ readiness and capacity?</li> </ul>
<p><b>Progress Measures</b></p>	<p>At least one benchmark, milestone, product or outcome is established as a leading measure to determine the division’s trajectory toward the goal.  <b>Division Support Plan Component:</b> Quarterly Progress Measures</p>	<ul style="list-style-type: none"> <li>• To what extent are the progress measures incrementally leading the division toward the objective?</li> <li>• Does the plan include elements of the continuous improvement cycle that allows the division to implement, reflect and revise the plan to monitor for impact?</li> <li>• How does the timeline for progress measures support the division in achieving the goal?</li> <li>• Do the selected Quarterly Progress Measures include both outputs and inputs, such as measuring changes in practice (output) rather than sign-in sheets (input)?</li> </ul>
<p><b>Action Plan</b></p>	<p>Action step(s) operationalize the strategy/strategies to provide a pathway for the division to achieve the division-level long-term and/or short-term goals.  <b>Division Support Plan Component:</b> Action Plan</p>	<ul style="list-style-type: none"> <li>• What evidence is shown regarding collaboration and coordination among departments to achieve the collective goal?</li> <li>• At what stage of implementation (i.e., exploration, installation, initial, full) is the division’s strategy? Does the plan consider onboarding processes for new and/or additional staff?</li> <li>• Do the action steps align with progress measures?</li> </ul>

