

2025-2026 Comprehensive School Support Plan

Profile Information	
Division: Culpeper County Public Schools	School: Culpeper Middle School
Principal: Jesse Blackburn	Federal Designations: None
Stakeholder/Family Engagement	
<i>Describe how the school will routinely involve internal and external stakeholders in the school improvement process to include conducting the needs assessment; selecting evidence-and research-based strategies; and developing, implementing, monitoring, and evaluating the plan.</i>	
Culpeper Middle School conducts staff and parent surveys in addition to holding parent meetings to seek input into school programs. Culpeper Middle School’s leadership team provides input in developing the plan and review monitoring data regularly.	

Domain I: Academic Supports		Content Area: English		
Barrier(s): Staffing changes in the English Department have led to a need for continued professional development and instructional support to ensure consistency and strong literacy instruction for all students.				
SMART Goal Statement: Culpeper Middle School will increase its reading pass rate by a minimum of 5% to continue to be “on track” for reading mastery performance. There will be a focus on all groups performing below level one in English during the 2025-2026 school year. (Students with Disabilities, ELL, Black, Economically Disadvantaged, Multiple Races)				
(Evidence-based) Strategy Name: Build students’ decoding skills so they can read complex multisyllabic words. What Works Clearinghouse Link Tier of Evidence: Strong		Description: Teachers will identify the level of students’ word-reading skills and teach vowel and consonant letter sounds and combinations, as necessary. Then, they will teach students a routine they can use to decode multisyllabic words and support those skills by embedding spelling instruction in the lesson. They will then engage students in a wide array of activities that allow them to practice reading multisyllabic words accurately and with increasing automaticity.		
Student Measure #1: SOL DATA		Student Measure #2: AIMSWeb ORF and Benchmark scores		
Staff Measure #1: Department Professional Development		Staff Measure #2: Team data analysis and planning		
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Department Chair and Reading specialist will Establish monthly professional development in department meetings that focuses on strategies for students to build word and world knowledge.	7/30/25	5/21/26	Admin, Reading Specialist, Department Chair	Local
Department Chair and Reading specialist will Establish monthly professional development in department meetings that focuses on strategies for students to build morphology, vocabulary, and unlocking big words. 📄 English Department Meeting Agendas 25-26	7/30/25	5/21/26	Admin, Reading Specialist, Department Chair	Local

Department Chair and Reading specialist will Establish department-wide best practices for building word and world knowledge, scaffolding and differentiating instruction biweekly.  English Department Meeting Agendas 25-26	7/30/25	5/21/26	Admin, Reading Specialist, Department Chair	Local
Establish protocol for data analysis in team planning	7/30/25	5/21/26	Admin, Reading Specialist, Department Chair	Local
Administration and Reading Specialist will monitor success of implemented strategies (example lesson plans, morphology activities, and Newsela) through feedback on walkthroughs and observations of teaching practices and planning monthly.	7/30/25	5/21/26	Admin, Reading Specialist, Department Chair	Federal
Selected staff (ESL and Reading/English and/or administration) will enhance their professional knowledge of effective strategies for improving speaking, listening, reading and writing skills for ESL students by attending professional development and coordinating with the ESL Department.	7/01/25	5/21/26	Administration, ESL/English teacher, Reading Specialist, ESL curriculum specialists	Federal
The Illustrated Guide to Visible Learning - Culpeper Middle School Book Study	November 2025	May 2025	Building Administration Teachers and Support Staff	

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.

Culpeper County Schools (CCPS)

- The division provides feedback on sample teacher observations.
- The division provides feedback on sample lesson plans.
- The division level Instruction Team shares data, feedback, and resources to support content and instruction.
- The division level Instruction Team meets three times a year with school administration to analyze student-benchmarking data to monitor student progress.
- The Director of Literacy meets monthly with reading specialists and administration to review student data, discuss instructional concerns, and pacing of curriculum.

<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.	<u>Analysis:</u> Address impact and next steps.
Evidence of Progress (update monthly)	Analysis of Progress (update monthly)
Inclusion of data analysis  6th  7th  8th	PLC data analysis documentation
Inclusion of spiral skills in lesson planning	Observation of lesson plans
Increase on quarterly benchmark assessment  25-26 CMS English Data	Performance Matters assessment reports- Teachers
Increase on ORF  Students Monitor Report, Culpeper Middle School, 2025-2026, ...	Progress Monitoring-
November 5, 2025 - Faculty Meeting - CMS Book Study  Illustrated Visible Learning Pages 1-31 Teacher Clarity  CMS Visible Learning Lesson Plan Template  English Department Meeting Agendas 25-26	Went over assigned section of the book with staff during faculty meeting. Staff completed the Visible Learning Lesson Plan Template. Feedback was given to staff and Lesson Plans were returned to staff.
December 3, 2025 - Faculty Meeting - CMS Book Study Illustrated Visible Learning Pages 34-57 https://www.canva.com/design/DAG5nmtcRAo/j0whTjdV5f9JSja_0LMziQ/edit Jigsaw Activity	Went over the assigned section of the book with staff during a faculty meeting. Staff were asked to get with PLC to develop a lesson using information shared. Teachers will ask Admin to come in to view activity in action.
January 7, 2026 - Faculty Meeting - CMS Book Study Illustrated Visible Learning Pages 59-70	Teachers completed the following assignment: Google Form and the results will be shared with staff for them to see how their colleagues are implementing these strategies in their classrooms.

Domain I: Academic Supports			Content Area: Math	
Barrier(s): Staffing changes in the Math Department have increased the need for continued professional learning and instructional support to ensure consistency and rigor in math instruction across grade levels.				
SMART Goal Statement: Culpeper Middle School will increase its math pass rate by a minimum of 5% with some students moving to pass advanced. There will be a focus on all groups performing below level one in Math during the 2025-2026 school year. (Students with Disabilities, ELL, Black, Economically Disadvantaged, Multiple Races)				
(Evidence-based) Strategy Name: <u>What Works Clearinghouse (WWC)</u> <u>“Improving Mathematical Problem Solving in Grades 4 Through 8”</u> Recommendation 2: Assist Students in Monitoring and Reflecting on the Problem-Solving Process Tier of Evidence: Strong.			Description: Teachers will participate in professional development focused on teaching problem-solving and modeling prepared problems. They will then implement these strategies to help students monitor and reflect on their own problem-solving processes. To support this, teachers will be provided with guided questions that can be used to prompt student thinking. In all math classes, grades 6–8, students will engage in ongoing problem-solving opportunities at least once per week during the 80-minute math block to apply the strategies introduced in class.	
Student Measure #1: SOL Data			Student Measure #2: Benchmark Data, AIMS Web monitoring, and Unit Data	
Staff Measure #1: Teacher participation in department PD			Staff Measure #2: Ongoing meetings in their PLC to discuss problems of concern from recent assessments.	
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Administration will establish weekly PLC meetings to review data & problem-solving. Grade level math teams will discuss and document EBI problem	7/29/2025	5/21/2026	Admin	local

solving activities in their team meetings at least 4 times per year.				
After each math benchmark assessment, teachers will use data to identify and then address deficiencies.	8/6/2025	5/21/2026	Teachers	local
Evidence-based math intervention (EBI) professional development will be provided at the beginning of the school year. The Division Curriculum Specialist will be responsible for planning and delivering the EBI math PD.	7/31/2025	5/21/2026	CCPS Curriculum Specialist	local
Department Chair and Administration will provide PD on Problem-Solving Strategies at monthly Department Meetings	9/17/2025	5/21/2026	Admin & Department Chair	local
Administration will provide feedback to teachers on Observations about how they are implementing the problem-solving strategies in their classes during the observation cycle.	8/6/2025	5/21/2026	Admin	local
Math teachers will administer benchmark assessments that will include assessment items that support the use of the problem solving strategies.	8/6/2025	5/21/2026	Teachers	local
During documented observations of math classes, the administration will specifically note observed implementation of problem-solving instruction.	10/1/2025	5/21/2026	Admin	local
Teachers will be provided with resources with math problems that can be used to model	9/17/2025	5/21/2026	Admin & Department Chair	local

problem-solving or have students participate in problem-solving solving				
Division Curriculum Specialist will create a checklist of problem solving EBI recommendations for administration.	8/6/2025	8/28/2025	CCPS Curriculum Specialist	local
The Illustrated Guide to Visible Learning - Culpeper Middle School Book Study	November 2025	May 2025	Building Administration Teachers and Support Staff	
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Culpeper County Schools (CCPS) -The division provides feedback on sample teacher observations. -The division provides feedback on sample lesson plans. -The division level Instruction Team shares data feedback and resources to support content and instruction. - Meets three times a year with school administration to analyze student unit data to monitor student progress. - Updates data sheets with comparisons between last year and this year's scores. - Meets bimonthly as a division level instructional team to discuss monitoring of the plan and plan for specific support that may be needed.				
<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.		<u>Analysis:</u> Address impact and next steps.		
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		
July 31, 2025 - Meeting with county-wide teams to look at the VDOE Updates, Curriculum Guide Updates, HQIM, and EBI.  Middle School Math PD July 31, 2025 Additionally, this month's department meeting.  Department Meeting 7/29/25		Math teams met to review the latest VDOE updates and their implications. Updates to the Curriculum Guide were shared, along with guidance on effectively utilizing Lit Lab time. The importance of incorporating HQIM into lesson plans was emphasized, and strategies for accessing these materials were discussed. In addition, we reviewed the EBI for problem-solving. Moving forward, monthly reminders and targeted mini professional development sessions will continue to support these priorities.		
August 20, 2025 - Progress monitoring updates for AIMSweb. Goal setting. Discuss PLC procedures and set dates for meetings. Lesson plan fidelity.  Data Meetings		Teachers received training on the proper use of AIMSweb in their classrooms, including guidance on setting meaningful goals. Teams also selected dates for their weekly PLC meetings. Additionally, emphasis was		

	placed on incorporating problem-solving strategies, both as a key focus and as an area of observation.
September 17, 2025 - Ongoing reminders about Lesson Plans and AIMSWEB. Data meetings, reminders, and what they should be doing in each of those meetings. Lit Lab discussion on what is working and what isn't. Problem-solving checklist and team discussion. ☰ Copy of EBI Math Checklist - General Strategies (Observed in St...	Administrator and department lead frequently check in during data meetings and PLC sessions to monitor progress and address areas of concern. Teachers reviewed the EBI Math Checklist and, as teams, discussed how they are applying these problem-solving strategies in their classrooms. They also explored additional strategies not included on the checklist. For the next meeting, the assignment is to read Recommendation 3 from <i>Improving Mathematical Problem-Solving in Grades 4–8</i>.
October 22, 2025 - ☰ Department Meeting 10/22/25 Department meeting to review and discuss Recommendation 3. We also watched videos showcasing problem-solving in action and discussed how these strategies could be implemented in our classrooms.	Problem Solving Strategy - Discuss Recommendation 3 Teaching - 📺 Math Mindset: Transforming the Middle School Math Experience (...) Math Interview - 📺 A Simple Strategy to Get Students Talking About Math WWC Recommendations -- 📺 WWC Recommendation: Teach students how to use visual representations
November 4, 2025 - School Based Professional Development Day 📅 November 4, 2025 Math PD	Professional Development provided by CCPS Curriculum Specialist. In In-house professional Development is provided as well. ☰ Department Meeting 11/4/25
November 5, 2025 - Faculty Meeting - CMS Book Study ☰ Illustrated Visible Learning Pages 1-31 Teacher Clarity ☰ CMS Visible Learning Lesson Plan Template	Went over the assigned section of the book with staff during a faculty meeting. Staff completed the Visible Learning Lesson Plan Template. Feedback was given to staff, and Lesson Plans were returned to staff.
December 3, 2025 - Faculty Meeting - CMS Book Study Illustrated Visible Learning Pages 34-57	Went over the assigned section of the book with staff during a faculty meeting. Staff were asked to get with PLC to develop a lesson using information shared. Teachers will ask Admin to come in to view activity in action.

https://www.canva.com/design/DAG5nmtcRAo/i0whTjdV5f9JSja_0LMziQ/edit Jigsaw Activity	
January 7, 2026 - Faculty Meeting - CMS Book Study Illustrated Visible Learning Pages 59-70 January 21, 2026	Teachers completed the following assignment: Google Form and the results will be shared with staff for them to see how their colleagues are implementing these strategies in their classrooms.
February 18, 2026	
March 18, 2026	
April 22, 2026	
May 20, 2026	

Domain I: Academic Supports			Content Area: Science	
Barrier(s): Two out of eight science teachers are new to the county this year. Students continue to have difficulty making long term connections with science content which affects their ability to be successful with 6th and 7th grade content on the 8th grade SOL.				
SMART Goal Statement: Culpeper Middle School will increase its science pass rate by a minimum of 5% with some students moving to pass advanced. There will be a focus on all groups performing below level one in Science during the 2025-2026 school year. (Black, Economically Disadvantaged, Multiple Races, ELL, and Students with Disabilities)				
(Evidence-based) Strategy Name: What Works Clearinghouse; Organizing Instruction and Study to Improve Student Learning - Space Learning Overtime.		Description: Teachers will be given access to data and feedback from common and summative assessments to examine student mastery and provide deliberate practice.		
Tier of Evidence: Promising		Teachers and Administration will use assessment data to assist in providing students on low-performing SOLs with additional learning opportunities and purposeful review to ensure mastery of skills		
Student Measure #1: SOL DATA		Student Measure #2: Unit and Benchmark Data		
Staff Measure #1: Common Assessment Data		Staff Measure #2: Improvement in the alignment of teacher-made assessments with Standards		
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
School Testing Coordinator will provide data after each Unit Assessment so teachers are able to do a Data Review after each assessment with documentation of discussion on next steps and ways to remediate students on most missed standards	August 2025	May 2026	Building Administration Department Lead Teachers School Testing Coordinator Teachers	None
Teachers will meet to review Feedback on Common Assessment Data after each unit assessment.	August 2025	May 2026	Central Office Instructional Specialist Testing Coordinator Building Administration	None

			Teachers	
Administration, Curriculum Specialist, and Department Chair will provide Professional Development on Organizing Instruction and Study to Improve Student Learning - Space Learning Overtime during Professional Development Days and monthly department meetings until teachers are fully able to implement strategy with fidelity.	August 2025	May 2026	Building Administration Reading Specialist Teachers	None
Division Curriculum Specialist will create a checklist for spaced learning over time EBI for administration.	August 2025	May 2025	Curriculum Specialist Building Administration	None
The Illustrated Guide to Visible Learning - Culpeper Middle School Book Study	November 2025	May 2025	Building Administration Teachers and Support Staff	
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Culpeper County Public Schools - Meets three times a year with school administration to analyze student unit data to monitor student progress. - Updates data sheets with comparisons between last year and this year's scores. - Meets bimonthly as a division level instructional team to discuss monitoring of the plan and plan for specific support that may be needed. - The division provides feedback on sample teacher observations. - The division provides feedback on sample lesson plans and teacher made assessments. - The division level Instruction Team shares data, feedback, and resources to support content and instruction.				
Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.		Analysis: Address impact and next steps.		
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		
July 31, 2025 Evidence-based science intervention (EBI) professional development will be provided at the beginning of the school year. The Division Curriculum Specialist will be responsible for planning and delivering the EBI science PD.		Renee Wootten, Curriculum Specialist, was the person responsible for it occurring. Evidence - Slides from PD  Middle School Science PD July 31, 2025		
Science Department Meetings (3rd Wednesdays of the Month) July 29, 2025		Discussion of needs within the department. Discussion of trends within the department data. Professional development on Organizing Instruction and Study to Improve Student Learning - Space Learning Overtime		

September 17, 2025	Discussion of needs within the department. Discussion of trends within the department data. Professional development on Organizing Instruction and Study to Improve Student Learning - Space Learning Overtime
November 4, 2025 - School Based Professional Development Day 📅 November 4, 2025 Science PD	Professional Development provided by CCPS Curriculum Specialist
November 5, 2025 - Faculty Meeting - CMS Book Study 📖 Illustrated Visible Learning Pages 1-31 Teacher Clarity 📖 CMS Visible Learning Lesson Plan Template	Went over assigned section of the book with staff during faculty meeting. Staff completed the Visible Learning Lesson Plan Template. Feedback was given to staff and Lesson Plans were returned to staff.
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January 7, 2026 - Faculty Meeting - CMS Book Study Illustrated Visible Learning Pages 59-70	Teachers completed the following assignment: Google Form and the results will be shared with staff for them to see how their colleagues are implementing these strategies in their classrooms.
February 18, 2026	
March 18, 2026	
April 15, 2026	
May 20, 2026	

Domain II: Staffing Supports				
Barrier(s): Recent staffing transitions have resulted in a mix of experienced and newer educators within the English and Math departments. As we continue to build instructional capacity, several teachers are currently working under provisional licenses or are in the process of completing full endorsement requirements. Targeted supports, mentoring, and professional development are in place to ensure continuity of high-quality instruction for all students.				
SMART Goal Statement: Culpeper Middle School will continue to work with Central Office to ensure teachers (5 out of 11) pass their Praxis exam or other requirements to being fully licensed or endorsed in their content.				
Strategy Name: Mentoring and Induction		Description: All new teachers are assigned a mentor. Experienced teachers (new to the division) are given a colleague. Following three days of induction, mentors and the lead Mentor meet regularly with the new teachers covering a specific topic in each meeting.		
Student Measure #1: Not applicable		Student Measure #2: Not applicable		
Staff Measure #1: The number of staff that become fully licensed or endorsed.		Staff Measure #2: The number of teachers that remain at CMS or with CCPS for the 2025-2026 school year.		
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Mentoring Program and New Teacher Meetings	July 2025	May 2026	Human Resources - Cyndi Rogers/Chloe Edwards CMS Lead Mentor Building Administration Curriculum Specialist	Local

Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
Human Resources Department identifies and trains mentors. The Lead Mentor holds monthly meetings with the new teachers. Review and practice materials will be purchased to prepare for the Praxis.				
Evidence: Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.		Analysis: Address impact and next steps.		
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		
School Based Lead Mentor: July 21, 22, and 23 2025		Lead mentor worked with new teachers during the New Teacher Workdays		
School Based Lead Mentor: July 28 - Aug 5 2025		Lead Mentor met with visited new teachers' classrooms during beginning work days for the 2025-2026 school year.		
School Based Lead Mentor: September 9, 2025		ESL and SPED Designees presented on ESL and SPED procedures.		
School Based Lead Mentor: October 10, 2025		Discussed the 1st quarter, what they would like to focus on in the 2nd quarter, and effective praise.		
Licensure Meetings: August 2025 September 23 & 24, 2025		The CCPS Licensure Specialist met with provisional teachers to discuss plans and path to becoming fully licensed.		
Professional Development Opportunities				

Domain IV: School Climate Supports				
Barrier(s): Mental Health issues of students/families, Family issues like single parents without support, Students living with various other family members				
SMART Goal Statement: Culpeper Middle School will reduce the Chronic Absenteeism rate by 5% by the end of the 2025-2026 School year				
Strategy Name: Notification and Mentoring Based Interventions		Description: Notification-based interventions are fairly simple to implement. They include both sharing with family members how many school days a student has been absent, as well as underscoring the importance of regular attendance. Mentoring-based interventions are more resource-intensive. They aim to increase engagement for students who don't feel as connected to school.		
Student Measure #1: Attendance Rates		Student Measure #2:		
Staff Measure #1: Increased number of attendance meetings.		Staff Measure #2: Increased number of student recognitions for rewards for improved attendance.		
Action Plan				
Action Steps (Describe the step and include who will implement and how often it will be implemented)	Start of Action Step	End of Action Step	Position Responsible for Monitoring	Budget (local, state, federal funds)
Weekly Student Intervention Meetings to discuss student related issues with attendance being one of the focus points	August 2025	May 2026	Building Admin Attendance Secretary Counselors Behavior Specialist Family Support Specialist	N/A
Attendance Postcards	November 2024	May 2026	Building Admin Attendance Secretary	local
Mentoring Meetings with Counselors	November 2024	May 2026	Building Admin Attendance Secretary	N/A

			Counselors	
Regular communication about the importance of attending school (Weekly Calls and Social Media)	August 2024	May 2026	Building Admin Attendance Secretary ITRT	N/A
Recognizing good attendance	August 2024	May 2026	Building Admin Attendance Secretary Counselors	Local
Local Educational Agency (LEA) Support: Describe how the LEA will support in implementing, monitoring, and evaluating this strategy.				
The division will provide quarterly chronic absenteeism data by demographic group and grade level. The division will share best practices for improving attendance for students using a tiered intervention model. Attendance Improvement Plans have been revised to include school-based interventions. The division created an Attendance Report Card to accompany the academic report card in order to give parents a more complete picture of their child's attendance.				
<u>Evidence:</u> Based on the action steps, define what measurable evidence would indicate progress towards the long-term goal.		<u>Analysis:</u> Address impact and next steps.		
Evidence of Progress (update monthly)		Analysis of Progress (update monthly)		
Weekly (every Friday) recognition of good attendance		During morning announcements students are identified and then come to cafeteria to win a prize/reward.		
Quarterly recognition of students that are Caring, Motivated, and Successful		Students are nominated by teachers for recognition. This is another way we encourage students to come to school and be a positive part of the school climate and culture.		
Monthly reminders of the importance of good attendance.		Included messages in weekly calls and social media posts on the importance of good attendance.		
Weekly (every Monday) Students Intervention Team Meetings		Admin, Counselors, and County level staff meet to discuss students behavior and attendance trends.		